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ABSTRACT

The manual provides a set of guidelines for documenting and assessing the degree to which the classroom component of the validated Regional Program for Preschool Handicapped Children is being replicated at other adoption sites. Section 1 identifies the three key elements of the Regional Program: the interactive teaching process; the transdisciplinary training, assessment, and consultation model; and the parent involvement model. Within each key element, sub-elements are identified (e.g. staffing patterns, individualized instruction, and parent involvement) as well as specific indicators which further define these elements in observable terms. The second section, on phases of program implementation, covers start-up and installation. A timeline is provided to show when each key element should be in place. Section 2 discusses how the implementation of the program is documented. The instruments required for the collection of monitoring data are provided and described. The next section provides instructions on how the data gathered by the program monitor should be reported to the Regional Program. A schedule for reporting and appropriate reporting forms are also included. The final section addresses the assessment of program impact. A discussion of the Regional Program's approach to impact assessment is included along with instructions on instruments and reporting procedures to be used. Appended are a glossary of terms for the installation phase role and the behavioral observation schedule, hints for conducting observations, and a general dissemination glossary. (DB)

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PROGRAM MONITOR MANUAL

A GUIDEBOOK FOR PROGRAM ADOPTERS

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INTRODUCTION

Program Overview

The Regional Program for Preschool Handicapped Children (Regional Program) is a nationally validated, cross-categorical program for preschool children with special needs. The Program consists of three components -- an Identification and Screening System, a Home Program for children birth to 3, and a Classroom Program for children 2½ to 5. It is this latter component -- the Classroom Program -- that was deemed exemplary and is being disseminated to local school districts and service agencies throughout the country. The Classroom component of the REGIONAL PROGRAM is defined by the following key elements: the Interactive Teaching Process; the Transdisciplinary Training, Assessment, and Consultation Model; and the Parent Involvement Model. The extent to which these key elements are implemented determines the success of the program adoption effort for targeted students in replication sites. Thus, the staff of the REGIONAL PROGRAM are committed to tracking the implementation process to ensure that a quality adoption occurs. The *Program Monitor Manual* is an important aspect of the REGIONAL PROGRAM's implementation tracking system.

What Is the Program Monitor Manual?

The *Program Monitor Manual* provides a set of guidelines for documenting and assessing the degree to which REGIONAL PROGRAM key elements are in place in adoption sites. In addition, the manual specifies the requirements for evaluating the impact of the adoption upon program participants.

Who Should Use It?

The REGIONAL PROGRAM requires that a Program Monitor be designated at each adoption site. The Program Monitor is responsible for overseeing the initiation and implementation of the new project and reporting the process of the adoption to the REGIONAL PROGRAM staff. The *Program Monitor Manual* should be used by the on-site Monitor in performing his or her duties relative to the implementation and impact requirements of the REGIONAL PROGRAM.

What's In It?

The *Program Monitor Manual* is divided into five sections: Key Elements, Phases of Program Implementation, Documentation/Instruments, Reporting to the REGIONAL PROGRAM, and Impact. Each of these sections is briefly described below.

Section I: Key Elements -- This section of the manual describes the three key elements of the REGIONAL PROGRAM: the Interactive Teaching Process; the Transdisciplinary Training, Assessment, and Consultation Model; and the Parent Involvement Model. Within each key element, sub-elements are identified (e.g., staffing patterns, individualized instruction, and parent involvement) as well as specific indicators which further define these elements in observable terms.

Section II: Phases of Program Implementation -- In this section of the manual, the key elements, sub-elements, and specific indicators are arranged according to two phases of implementation: Start-up and Installation. A timeline within these phases is also provided to show the Program Monitor and other staff when each key element should be in place. The phases thus serve as benchmarks of the implementation process during which time observation and documentation should occur.

Section III: Documentation/Instruments -- Section III discusses how the implementation of the program is documented. The "formal" instruments required for the collection of monitoring data are provided. Each instrument is described in detail, including how, when, and to whom each should be administered.

Section IV: Reporting to the REGIONAL PROGRAM -- This section provides instructions on how the data gathered by the Program Monitor should be reported to the REGIONAL PROGRAM. A schedule for reporting and appropriate reporting forms are also included.

Section V: Impact -- This section of the manual addresses the assessment of program impact. A discussion of the REGIONAL PROGRAM's approach to impact assessment is included along with instructions on instruments and reporting procedures to be used.

Additional suggestions and resources concerning monitoring techniques can be found in the Appendix. Definitions of key REGIONAL PROGRAM terms are also provided together with a glossary of general dissemination terms.

How Should It Be Used?

The *Program Monitor Manual* is not self-teaching. Those designated as Program Monitors will have been formally introduced to the manual and instructed on how to use it during a follow-up session to the REGIONAL PROGRAM Training Workshop. Having participated in this orientation session, however, Program Monitors should find the manual quite easy to use.

The manual treats program implementation as a process; it builds upon the notion that the key elements will be phased-in according to a specified timeline by adoption site staff. The clear delineation of the key elements and sub-elements along this timeline enables the manual to be used for both program monitoring and management.

In terms of monitoring, the manual provides a step-by-step description of the Program Monitor's responsibilities. What the Program Monitor essentially must do is follow the sequential implementation phases in the manual. Then, at the designated benchmarks, the Monitor must use the instruments provided to document whether or not the key elements of the REGIONAL PROGRAM have been implemented. To facilitate data collection, the instruments are provided in the order that they will be needed, along with clear instructions for their use. Once the information is collected as suggested, the Monitor must complete the enclosed report forms and send the summarized information to the REGIONAL PROGRAM staff.

The *Program Monitoring Manual*, however, is more than a step-by-step description of monitoring duties. With its sequential "checkpoints", it can be used as a project management tool that will identify implementation problems. Since the Program Monitor will always be the first person at the adoption site to have pertinent implementation data, she or he can use the information to identify any modifications that might need to be made in the adoption process. Then, in ongoing contacts between the Program Monitor and the REGIONAL PROGRAM staff, these identified problems can be discussed and agreeable solutions determined.

Caveat

Clearly, the appropriate use of this manual and the accurate utilization of the evaluation and reporting techniques that it describes rely

heavily on the reliability and credibility of the Program Monitor. As the only formal link between the REGIONAL PROGRAM and the adoption site, the Program Monitor is called upon not only to oversee project implementation, but also to relay specific information that often has substantial impact upon the adoption process. Therefore, Program Monitors should keep in mind the importance of their role and strive for complete accuracy in their assessments.

The reliance upon subjective, qualitative reporting techniques often raises serious questions as to the reliability and validity of data. For example, the person chosen as Program Monitor at a REGIONAL PROGRAM adoption site is frequently someone involved with, and therefore knowledgeable of, the existing program and committed to the successful adoption of the REGIONAL PROGRAM. Further, a Program Monitor might perceive a successful adoption -- or a failure -- as a reflection of his or her performance in that capacity. These factors could conceivably account for a number of biased observations and, ultimately, an inaccurate assessment of the adoption process.

The Program Monitor is reminded that, regardless of her or his investment in the program, it serves absolutely no one if information is distorted, wittingly or unwittingly, to make the program appear better than it may in fact be. It is essential that the Program Monitor report all instances in which the implementation process seems to be in trouble or has not conformed to the schedule and standards set forth in this manual. This information should be reported not only to the REGIONAL PROGRAM but to the project staff at the adopter site. Once it is known that a problem exists, then appropriate steps can be taken to address it. Therefore, negative feedback is as important as positive feedback in ensuring the continued good health of the adoption.

Section I: KEY ELEMENTS

Section I: KEY ELEMENTS

The key elements of a program are those operational features that uniquely define the program and describe how it is used. Generally, a program's key elements relate to such things as materials, equipment, curriculum, scheduling, staffing patterns, parent involvement, instructional processes, and staff roles and behaviors. To further define the key elements, moreover, specific indicators are often developed which describe the broad components in observable terms. For example, one observable indicator of parent involvement might be, "parents attend group meetings bimonthly." Similarly, a specific indicator of grouping might be, "during motor activities, children are arranged in small groups according to handicapping condition." The specific indicators, in short, explain what one would "see" if the program were implemented according to its stated guidelines.

The REGIONAL PROGRAM is uniquely defined by three very broad key elements:

1. Interactive Teaching Process
2. Transdisciplinary Training, Assessment, and Consultation Model
3. Parent Involvement Model

Within these broad classifications, sub-elements¹ are identified as well as specific indicators. In order for the REGIONAL PROGRAM to be adopted by another agency or school district, its key elements, sub-elements, and specific indicators must be implemented at a level acceptable to the REGIONAL PROGRAM staff. If this implementation level is not reached, then the resulting intervention would not be considered an adoption of the REGIONAL PROGRAM.

The three key elements of the Program are described below; the narrative is followed by a complete listing of the key elements, sub-elements, and specific indicators.

¹The sub-elements of the REGIONAL PROGRAM are, in fact, "key elements"; however, they will be referred to as sub-elements because of the three overarching components of the Program.

Interactive Teaching Process

The Interactive Teaching Process involves the integrated use of three important teaching strategies -- diagnostic-prescriptive teaching, language intervention, and positive reinforcement. While each of these educational techniques often exists in preschool handicapped programs, it is the frequent and simultaneous use of all three techniques that characterize the REGIONAL PROGRAM approach. In adopter classrooms, staff must model appropriate language use, elicit children's language production, provide nonverbal, verbal and behavior-specific reinforcement, and attend to the individualized educational plans for each child on a continual basis. As a result of these efforts, students are exposed to a consistent instruction that focuses on the interrelationship of their cognitive development, language production, and self-concept.

The REGIONAL PROGRAM's Interactive Teaching Process is further characterized by the conditions under which the teaching occurs. Adoption site staff must ensure that the following conditions are in place: a) staffing patterns, wherein a teacher-aide team and a speech/language pathologist are present in the classroom on an ongoing basis to provide comprehensive instructional services; b) a structured daily routine of classroom activities that is followed consistently and is designed to include individual, small group, and large group activities; c) heterogeneous grouping wherein student membership in small groups is rotated in order to prevent isolation of children on the basis of inability, handicap, or other noticeable features; and d) the use of play as instructional mode in all classroom activities. These conditions thus provide the framework for the teaching strategies utilized in the Interactive Teaching Process.

Transdisciplinary Training, Assessment, and Consultation Model

A second key element of the REGIONAL PROGRAM is the Transdisciplinary Training, Assessment, and Consultation Model. The Transdisciplinary Model is a comprehensive system for assessing the needs of children and delivering program services in a consistent, interrelated way. The Model is characterized by two sub-elements: the Transdisciplinary Team Approach and the Intake Evaluation.

With regard to implementing the Transdisciplinary Team Approach, each adoption site should have a transdisciplinary team that consists of at least the classroom teacher, the parent(s) of each handicapped child, a psychologist, and a speech/language pathologist. Other clinical specialists, such as a social worker, nurse, occupational therapist,

or physical therapist, also should be included on this team if they are part of the program staff. A unique aspect of the Team Approach is the involvement of parents. In the Program's adoption sites, parents must be viewed as integral members of the team who provide critical input to the overall educational planning for their children.

Also important to the implementation of the Team Approach are the ongoing and consistent services provided by the team. That is, the same six individuals should be involved in assessing the child's needs, developing her/his educational plan, delivering program services, and planning or coordinating current and future placements. Consistency is further underscored by the role sharing which should occur among this team, so that each member addresses appropriate educational goals prescribed for students. For instance, the speech/language pathologist should focus on a child's social-emotional growth and cognitive development as well as her/his language production. Similarly, the psychologist should utilize language intervention techniques in combination with strategies designed for improving a child's self-concept. To accomplish such role sharing, team members should train one another in appropriate techniques characteristic of their respective disciplines.

Finally, for the Transdisciplinary Team Approach to be implemented, team activities must be classroom-focused. Specifically, the clinical team members at each adoption site should not only provide consultative services to program staff and parents, but should also interact directly with children in the instructional process. Both the team consultation and the delivery of services to children should occur within the classroom setting in order to eliminate the stigma associated with pull-out approaches.

In terms of Intake Evaluation, team members must conduct an intake assessment to determine whether a child should be placed in the program. In all child assessments, the team should utilize formal and informal procedures for measuring children's strengths and abilities. Furthermore, the Intake Evaluation should include a parent interview.

Parent Involvement Model

Parents of students in the REGIONAL PROGRAM's adoption sites should be involved in all aspects of the program from initial intake through classroom instruction and future placement. They can become involved in the program in several ways -- through the Parent Volunteer System, and other structured parent involvement activities.

Through the Parent Volunteer System, parents' skills can be utilized in the classroom setting in a systematic way. Only those parents who can volunteer on a routine basis, however, should be encouraged to

participate in the system; other interested parents can be considered "substitute" volunteers. Initial training should be provided to all volunteers early in the program. In addition, several ongoing training sessions should be held throughout the year; topics such as confidentiality, daily routine, and teaching children with special curriculum materials, should be covered in these volunteer training sessions. To guide volunteer activities in the classroom, parent participant plans (instruction cards) must be developed by adoption site staff. These instruction cards should contain specific classroom activities for each day that a parent(s) participates, so that the volunteer can work independently. A systematic volunteer plan that corresponds with the daily routine will provide parents with visual, concrete tasks to complete and will minimize the number of interruptions of the classroom teacher.

Adoption site staff should involve parents in the program through other participation activities. Periodically, day or evening parent group meetings should be held on a classroom or program-wide basis to enable parents and staff to discuss important topical issues. Parent conferences should also be scheduled several times during the year, along with parent observations in the classrooms. Finally, parents can receive instruction from classroom teachers on appropriate home training activities to carry out with their children as a supplement to the classroom routine.

To summarize, the REGIONAL PROGRAM is characterized by three broad components or key elements: the Interactive Teaching Process; the Transdisciplinary Training, Assessment, and Consultation Model; and the Parent Involvement Model. Grouped within these key elements are the following sub-elements:

1. *Structured Routine*
2. *Staffing Patterns*
3. *Heterogeneous Grouping*
4. *Individualized Instruction*
5. *Role of Play*
6. *Language-Based Approach*
7. *Positive Reinforcement*
8. *Transdisciplinary Team Approach*
9. *Intake Evaluation*
10. *Parent Involvement*

The chart on the following pages lists the key elements and sub-elements along with their specific indicators.

Chart 1

KEY ELEMENTS, SUB-ELEMENTS, AND SPECIFIC INDICATORS

INTERACTIVE TEACHING PROCESS

1. *Structured Routine*

- o A schedule of the daily routine exists.
- o Routine includes:
 - individual work time
 - group time
 - large and small group language activities
 - free play and structured play activities
 - self help/snack
 - planned transitions between activities
- o Daily routine is followed according to schedule every day.
- o Daily activities include:
 - individual work time
 - group time
 - large and small group language activities
 - free play and structured play activities
 - self help/snack
 - planned transitions between activities
- o Positive feedback is given to children for following scheduled activities.

2. *Staffing Patterns*

- o Two adults are employed for every ten children (teacher/assistant team).
- o Two adults are present in the classroom every day if ten children are enrolled.
- o Classroom staff hold informal meetings once per day.
- o Ongoing inservice training activities in preschool special education techniques are scheduled for classroom assistant.
- o Inservice training activities are provided to classroom assistant as scheduled.

Chart 1 (Cont.)

3. *Heterogeneous Grouping*

- o Membership in small work/play groups changes on a periodic basis, based upon individual needs of children.

4. *Individualized Instruction*

- o Current IEPs are developed for each child.
- o IEPs include a statement of child's strengths and special needs, long-term goals, and short-term objectives.
- o Results of formal and informal evaluations and team assessments are incorporated into IEPs for all children.
- o Large and small group activities conducted on a daily basis are individualized according to children's needs.
- o Individual work time is based on IEP goals and activities for all children.

5. *Role of Play*

- o Peer interaction occurs during free play every day.
- o On a daily basis, most instructional activities conducted during individual and group times utilize the play mode, i.e., games, songs, puzzles.
- o Daily structured play experiences include a creative expression activity, i.e., art, music, crafts, or drama.
- o Gross motor activities are conducted at least once per week using the play mode.
- o Play is used as a condition for achieving some IEP objectives.

6. *Language-Based Approach*

- o Speech therapist is scheduled to work with children in the classroom at least once per week.
- o All daily instructional activities, i.e., individual and group time, are designed to elicit child's language production.

Chart 1 (Cont.)

- o The teacher, assistant, and speech therapist elicit child's language in the classroom through play activities every day.
- o On a consistent basis throughout the day, the classroom teacher or assistant:
 - models/elicits language
 - repeats child's language
 - expands child's language
 - models/elicits language and provides nonverbal reinforcement
 - models/elicits language and provides verbal reinforcement
 - models/elicits language and provides behavior-specific reinforcement

7. *Positive Reinforcement*

- o On a consistent basis throughout the day, the classroom teacher or assistant:
 - reinforces nonverbally
 - uses verbal reinforcement
 - uses behavior-specific reinforcement

TRANSDISCIPLINARY TRAINING, ASSESSMENT, AND CONSULTATION MODEL

8. *Transdisciplinary Team Approach*

- o A transdisciplinary team exists that consists of at least a classroom teacher, psychologist, and speech/language pathologist.
- o Team is scheduled to complete an assessment of each child upon entry and exit from program.
- o Team assessment process includes both formal and informal testing.
- o Parents serve as team members during assessment process (testing and follow-up conferences).
- o Team members share resources and train one another in appropriate techniques characteristic of their respective disciplines.

Chart 1 (Cont.)

- o Team members share roles in addressing educational goals prescribed for each student.
- o Team members interact directly with students in the classroom.
- o Team members consult with classroom teachers, assistants, and parents to identify specific activities appropriate for each child.
- o Case conferences for each student occur at least three times per year.

9. *Intake Evaluation*

- o Children are placed in program on the basis of an intake evaluation.
- o Intake evaluation includes both formal and informal assessments with a variety of instruments.
- o Intake evaluation includes parent interview.

PARENT INVOLVEMENT MODEL

10. *Parent Involvement*

- o Parent volunteer system is developed.
- o Volunteers participate in initial training program.
- o Volunteers are scheduled to participate in classroom on a consistent basis.
- o Parent participation plans (instruction cards) that correspond with daily routine are developed for volunteers.
- o Volunteers participate in the classroom using parent participation plans to guide their activities.
- o Volunteers participate in at least four ongoing training sessions during the year.
- o Parent group meetings are scheduled to occur throughout the year.

Chart 1 (Cont.)

- o At least half of the parents are scheduled to observe in the classrooms once per year.
- o Teacher schedules a minimum of three conferences with each parent per year.
- o Parent group meetings are held during the year as scheduled.
- o Parents observe in the classrooms according to schedule.
- o Teacher holds a minimum of three conferences with each parent per year.

—Section II: PHASES OF PROGRAM
IMPLEMENTATION

Section II: PHASES OF PROGRAM IMPLEMENTATION

The implementation of a program is often a complex undertaking that can involve changes in many aspects of an educational system. In some cases, roles and responsibilities will have to be redefined for existing staff; in other cases, new staff may have to be hired. Implementation may also necessitate that new instructional methods or procedures for service delivery be utilized. Because of the complex nature of program implementation, it is best undertaken in phases.

The implementation of the REGIONAL PROGRAM is described according to two consecutive phases: Start-up and Installation. During the Start-up Phase, the key elements and specific indicators necessary to initiate the REGIONAL PROGRAM must be implemented. Start-up Phase activities can be classified as "readiness" tasks in that they lay the groundwork for the day-to-day operations of the project. The Start-up Phase begins immediately following the initial REGIONAL PROGRAM Training Workshop and spans a four-month period.

During the Installation Phase, adoption site personnel must actually apply the Program's key concepts and procedures. In most instances, staff and parents will be "using" procedures that were designed during the Start-up Phase. Since application entails in-depth changes, i.e., modifications in staff roles and behaviors, the Installation Phase covers a five-month period (5-9 months after the initial Training Workshop). This period provides staff with the time needed to internalize their new roles/behaviors and to move from rote usage of concepts and procedures to more qualitative levels of use.

The specific activities or indicators of the REGIONAL PROGRAM that must be in place during the Start-up and Installation Phases are described below and presented in Chart 2 (Start-up) and Chart 3 (Installation). A timeline within each of the phases is also provided in the Charts to show Program Monitors when each indicator should be implemented. The Program Monitor is responsible for tracking the implementation progress according to this timeline, and communicating the results to the REGIONAL PROGRAM staff. It should be noted that most sub-elements have both Start-up and Installation indicators; thus these elements will appear on both Charts. Other sub-elements, however, have only Start-up (e.g., Intake Evaluation) OR Installation (e.g., Play) activities. These sub-elements therefore will appear on only one Chart.

Start-up Phase

Start-up Phase activities of the REGIONAL PROGRAM generally should occur once during the course of the project, or yearly program cycle.

They include: assembling the teacher/assistant classroom team; developing the routine schedule of classroom activities; developing IEPs; initiating the language-based approach; organizing the transdisciplinary team; conducting intake evaluations; developing the parent volunteer system; and scheduling various parent involvement activities.

The specific Start-up indicators which must be implemented are listed in Chart 2 on the following pages; they are organized according to two sequential time periods -- two months and four months after the start of the program. Each period represents a "checkpoint" at which Program Monitors can assess the progress of implementation.

Installation Phase

Once the Start-up indicators are in place, the installation of the REGIONAL PROGRAM can be undertaken. As mentioned previously, most installation activities will involve the application of concepts and procedures that were developed in the Start-up Phase. For example, during Installation the routine schedule is expected to be followed on a daily basis, inservice training should be provided periodically to classroom assistants, and parent involvement activities should be followed according to schedule. Other Installation activities, particularly those involving role/behavioral changes among staff, will not be tied as directly to Start-up events. For example, adoption site staff will be expected to model appropriate language use and provide positive reinforcement to children on a consistent basis throughout the day; and the transdisciplinary team members will be expected to share resources and train each other in various clinical techniques. Installation activities, then, involve the "usage" of program key elements on some type of frequency basis -- daily, throughout the day, or periodically.

The specific Installation indicators which must be evident in adoption sites are listed in Chart 3 along with the expected frequency of occurrence. Similar to the Start-up activities, the Installation tasks are organized according to two sequential time periods -- six months and eight/nine months after the start of the program. Again, each period represents a "checkpoint" at which Program Monitors can assess the progress of implementation.

In summary, the implementation of the REGIONAL PROGRAM at adoption sites is expected to occur in two phases: Start-up and Installation. Within each phase, sequential time periods are identified which represent "checkpoints" along the implementation process. During each "checkpoint" the Program Monitor is expected to monitor the progress of implementation, and communicate the results to the REGIONAL PROGRAM staff.

START-UP PHASE (Months 1-4)

Key Elements and Sub-elements	Month When Specific Indicators Should Be In Place	
	MONTH 2	MONTH 4
INTERACTIVE TEACHING PROCESS 1. <i>Structured Routine:</i>	- o A schedule of the daily routine exists. - o Routine includes: --individual work time --group time --large and small group language activities --free play and structured play activities --self help/snack --planned transitions between activities	
2. <i>Staffing Patterns:</i>	o Two adults are employed for every ten children (teacher/assistant team).	o Ongoing inservice training activities in preschool special education techniques are scheduled for classroom assistant.
4. <i>Individualized Instruction:</i>	- o Current IEPs are developed for each child. - o IEPs include a statement of child's strengths and special needs, long-term goals, and short-term objectives.	o Results of formal and informal evaluations and team assessments are incorporated into IEPs for all children.
6. <i>Language-Based Approach:</i>	o Speech therapist is scheduled to work with children in the classroom at least once per week.	
TRANSDISCIPLINARY TRAINING, ASSESSMENT, AND CONSULTATION MODEL 8. <i>Transdisciplinary Team Approach:</i>	o A transdisciplinary team exists that consists of at least a classroom teacher, psychologist, and speech/language pathologist.	

START-UP PHASE (Months 1-4)

Key Elements and Sub-elements	Month When Specific Indicators Should Be In Place	
	MONTH 2	MONTH 4
TRANSDISCIPLINARY TRAINING, ASSESSMENT, AND CONSULTATION MODEL (Cont.) 8. <i>Transdisciplinary Team Approach (Cont.):</i>	- o Team is scheduled to complete an assessment of each child upon entry and exit from program. - o Team assessment process includes both formal and informal testing. - o Parents serve as team members during assessment process (testing and follow-up conferences).	
9. <i>Intake Evaluation:</i>	- o Children are placed in program on the basis of an intake evaluation. - o Intake evaluation includes both formal and informal assessments with a variety of instruments. - o Intake evaluation includes parent interview.	
PARENT INVOLVEMENT MODEL 10. <i>Parent Involvement:</i>	- o Parent volunteer system is developed. - o Volunteers participate in initial training program. - o Parent participation plans (instruction cards) that correspond with daily routine are developed for volunteers. - o Parent group meetings are scheduled to occur throughout the year.	- o Volunteers are scheduled to participate in classroom on a consistent basis. - o At least half of the parents are scheduled to observe in the classroom once per year. - o Teacher schedules a minimum of three conferences with each parent per year.

INSTALLATION PHASE (Months 5-9)

Key Elements and Sub-elements	Month When Specific Indicators Should Be In Place			
	MONTH 6	Frequency	MONTH 8	Frequency
INTERACTIVE TEACHING PROCESS 1. <i>Structured Routine:</i> - o Daily routine is followed according to schedule. - o Daily activities include: --individual work time --group time --large and small/group language activities --free play and structured play activities --self help/snack --planned transitions between activities - o Positive feedback is given to children for following scheduled activities.		Daily Daily Daily		
2. <i>Staffing Patterns:</i>	- o Two adults are present in the classroom every day if ten children are enrolled. - o Classroom staff hold informal meetings once per day.	Daily Daily	o Inservice training activities are provided to classroom assistants as scheduled.	Periodically as scheduled
3. <i>Heterogeneous Grouping:</i>	o Membership in small work/play groups changes on a periodic basis, based upon individual needs of children.	Periodically based on need		
4. <i>Individualized Instruction:</i>	o Large and small group activities conducted on a daily basis are individualized according to children's needs.	Daily		27

INSTALLATION PHASE (Months 5-9)

Key Elements and Sub-elements	Month When Specific Indicators Should Be In Place			
	MONTH 6	Frequency	MONTH 8	Frequency
INTERACTIVE TEACHING PROCESS (Cont.)				
4. <i>Individualized Instruction (Cont.):</i>	o Individual work time is based on IEP goals and activities for all children.	When each child is worked with individually		
5. <i>Role of Play:</i>	- o Peer interaction occurs during free play every day. - o On a daily basis, most instructional activities conducted during individual and group times utilize the play mode, i.e., games, songs, puzzles. - o Daily structured play experiences include a creative expression activity, i.e., art, music, crafts, or drama. - o Gross motor activities are conducted at least once per week using the play mode. - o Play is used as a condition for achieving some IEP objectives.	Daily Daily Daily Once per week Periodically with some objectives		
6. <i>Language-Based Approach:</i>	o All daily instructional activities, i.e., individual and group time, are designed to elicit child's language production.	Daily	o On a consistent basis throughout the day, the classroom teacher or assistant: --models/elicits language --repeats child's language --expands child's language (continued)	Throughout the day

INSTALLATION PHASE (Months 5-9)

Key Elements and Sub-elements	Month When Specific Indicators Should Be In Place			
	MONTH 6	Frequency	MONTH 8	Frequency
INTERACTIVE TEACHING PROCESS (Cont.)				
6. <i>Language-Based Approach (Cont.):</i>	o The teacher, assistant, and speech therapist elicit child's language in the classroom through play activities every day.	Daily	--models/elicits language and provides nonverbal reinforcement --models/elicits language and provides verbal reinforcement --models/elicits language and provides behavior-specific reinforcement	
7. <i>Positive Reinforcement:</i>			- o On a consistent basis throughout the day, the classroom teacher or assistant: --reinforces nonverbally --uses verbal reinforcement --uses behavior-specific reinforcement	Throughout the day
TRANSDISCIPLINARY TRAINING, ASSESSMENT, AND CONSULTATION MODEL				
8. <i>Transdisciplinary Team Approach:</i>	- o Team members interact directly with students in the classroom. - o Team members consult with classroom teachers, assistants, and parents to identify specific activities appropriate for each child.	At least once per week At least once per week	- o Team members share resources and train each other in appropriate techniques characteristic of their respective disciplines. - o Team members share roles in addressing educational goals prescribed for each student. - o Case conferences for each student occur at least three times per year.	Periodically Periodically At least three times per year

INSTALLATION PHASE (Months 5-9)

Key Elements and Sub-elements	Month When Specific Indicators Should Be In Place			
	MONTH 6	Frequency	MONTH 8	Frequency
PARENT INVOLVEMENT MODEL 10. Parent Involvement:			- o Parent group meetings are held during the year as scheduled. - o Parents observe in the classroom according to schedule. - o Teacher holds a minimum of three conferences with each parent per year. - o Volunteers participate in the classroom using parent participation plans to guide their activities. - o Volunteers participate in at least four ongoing training sessions during the year.	Periodically as scheduled Periodically as scheduled A minimum of three per parent per year Periodically according to schedule At least four training sessions per year

—Section III: DOCUMENTATION AND
INSTRUMENTS

Section III: DOCUMENTATION AND INSTRUMENTS

This section provides the Program Monitor with a description of the instruments required for the collection of monitoring data as well as instructions and suggestions for their administration. These instruments include:

- o Start-up Phase Checklist
- o Installation Phase Checklist
- o Installation Phase Role and Behavioral Observation Schedules
- o Adoption Site Questionnaire for Staff
- o Parent Questionnaire

In addition to these "formal" monitoring instruments, this section includes a discussion of the Project Log. This log is designed to provide the Program Monitor with the information necessary to document project events, activities, and implementation procedures. The Project Log and the other monitoring instruments are discussed below.

Project Log

Description: In contrast to the other, more standardized instruments, the Project Log consists of several sources of informal documentation of the REGIONAL PROGRAM implementation process. This log is designed to provide the Program Monitor with the information necessary to create a "paper trail" of project events, activities, and implementation procedures. This "paper trail", therefore, becomes the written history of the project at the replication site and serves as a primary source of documentation for the claims made in support of the implementation effort. The following written materials should be included in the log:

- o Memos
- o Minutes of meetings
- o Relevant correspondence
- o Newspaper articles, news releases, and other public relations material
- o Attendance rosters of Parent Meetings
- o Schedules of program activities
- o Notes from informal observations
- o All other relevant information

Procedures: The REGIONAL PROGRAM suggests that four files be maintained for the Project Log -- one for each of the three key elements of the Program, and one for the Program in general. All relevant information should be filed chronologically in the Project Log files. Responsibility for the upkeep of the Project Log will be that of the Program Monitor. Replication site staff, however, should assist in the documentation process by providing the Monitor with requested pieces of information. Examples of the specific types of information that should be kept in the Project Log files include:

INTERACTIVE TEACHING PROCESS

- schedule of the daily routine
- agenda of inservice training sessions for classroom assistants
- observation notes on use of IEP activities with children

TRANSDISCIPLINARY TRAINING, ASSESSMENT, AND CONSULTATION MODEL

- minutes of team meetings
- membership lists

PARENT INVOLVEMENT MODEL

- parent participation records
 - volunteer training session agendas
-

Although documentation data for the Project Log will be gathered throughout the entire implementation process, an evaluative review of the log should occur at each appropriate monitoring "checkpoint" described in Section II of this manual. Specifically, an evaluative review should occur at two months and four months during the Start-up Phase, and six months and eight/nine months during the Installation Phase.

It should be noted that the Project Log is not only useful as a project monitoring resource, but also provides a means of reviewing any implementation problem areas that arise during the adoption process. Should formal assessments reveal inadequacies in the adoption process, a review of Project Log information might suggest the source of difficulty. In this way, the Project Log serves as an essential complement to more formal procedures.

Start-up Phase Checklist

Description: As the title implies, the Start-up Phase Checklist should be used to assess those key elements and specific indicators necessary to initiate the REGIONAL PROGRAM. The instrument lists all indicators that must be in place at the conclusion of the Start-up Phase. These indicators are organized by the Program's sub-elements, e.g., *Structured Routine*, *Staffing Patterns*, *Trans-disciplinary Team Approach*, and so forth. To monitor the extent of program implementation during this four-month interval, a "Quality of Progress Code" is provided; this code enables the Program Monitor to rate the implementation progress of each indicator on a "1" to "4" scale. The code is as follows:

- 1 = Not at all implemented, requires follow-up action from program developer
- 2 = Minimally implemented, needs considerable help from supervisor to achieve desired level
- 3 = Partially implemented, requires further action from classroom teacher or supervisor
- 4 = Fully implemented, no action required

A copy of the Checklist is included at the end of Section III.

Procedures: The REGIONAL PROGRAM requires that the Start-up Phase Checklist be completed once for each replication site², at the end of the Start-up Phase (i.e., at the four-month checkpoint). In this way, the Checklist provides a summary evaluation of the Start-up Phase that can be reviewed by the REGIONAL PROGRAM staff. Furthermore, it is recommended that the Checklist be used for program improvement purposes as well. Therefore, at the two-month checkpoint, the Program Monitor is advised to use the Checklist as a tool for identifying potential "trouble spots" that might affect program implementation. The information gleaned from this preliminary review can then be fed back to replication site staff in order to avoid potential problem areas.

To complete the Checklist, the Program Monitor should review all documentation filed in the Project Log, especially any notes taken during informal classroom observations or team meetings. If the written documentation regarding each indicator is not available, or if the indicator is not readily observable, teachers/assistants or team members should be interviewed to determine implementation progress. Such supporting evidence will greatly enhance the objectivity of the Program Monitor's ratings.

²A replication site is defined as a classroom site with the same teacher/assistant team. The Checklist, therefore, should be completed once for this team, regardless of the number of sessions (i.e., morning and afternoon) that the team teaches.

Once the documentation is obtained, the Program Monitor should rate the progress of implementation by marking the appropriate column on the Checklist. An example of the coding procedure is provided below.

KEY ELEMENTS AND SPECIFIC INDICATORS	QUALITY OF PROGRESS			
	1	2	3	4
INDIVIDUALIZED INSTRUCTION Current IEPs are developed for each child		X		

Here the rating of "2" implies that the indicator was minimally implemented. In this case, "minimally" might mean that IEPs were completely developed for only a few children in the classroom; alternatively, the rating could mean that all children had IEPs, but that all areas of need were not addressed.

When the Checklist is completed, the Program Monitor should forward a copy to the REGIONAL PROGRAM. Specific instructions on reporting procedures for this instrument are provided in Section IV.

Installation Phase Checklist

Description: The Installation Phase Checklist should be used to determine the implementation progress of key elements and specific indicators that must be in place either: a) on a daily basis in replication sites; or b) periodically during the project cycle. To assess both types of activities, the instrument is separated into two parts. Part I lists the Daily Activities, such as the presence of a teacher/assistant team or peer interaction during free play, while Part II specifies the Activities Occurring Less Frequently, such as parent group meetings or inservice training to classroom assistants. Both parts of this Checklist have a format that is identical to the Start-up Phase Checklist. That is, the indicators are organized by the Program's sub-elements, and a "Quality of Progress Code" is provided to record the extent of implementation. A copy of the Installation Phase Checklist appears at the end of this section.

Procedures: The REGIONAL PROGRAM requires that the Installation Phase Checklist be completed for each replication site at the end of the Installation Phase, specifically at the eight- or nine-month checkpoint. In this way, the Checklist will provide a summary assess-

ment of the Installation Phase for REGIONAL PROGRAM staff review. The staff also suggests that the instrument be used as a tool for program improvement purposes. Thus, at the six-month checkpoint, the Monitor is advised to use the Checklist as a means of identifying possible problem areas that might arise in the Installation process.

Because the Installation Phase Checklist provides an assessment of two types of activities -- Daily Activities, and Activities Occurring Less Frequently -- procedures for measuring the implementation of these activities are somewhat different. To determine whether or not the daily activities are in place, the Program Monitor is required to observe each replication site at least three times at the end of the Installation Phase. After each "day" of observation (2½ hours for half-day programs and 5 hours for full-day programs), the Monitor should rate the progress of implementation by checking the appropriate column on Part I of the Checklist. If the Monitor has questions about the presence or absence of the daily activities, the classroom teacher or assistant should be interviewed to resolve these questions. The ratings derived from the three observations then should be averaged to obtain a summary evaluation of the daily activities. Finally, the average ratings should be transferred to a "clean" copy of the Checklist, Part I (the procedures for averaging and completing the final form will be discussed in Section IV).

In terms of the activities occurring less frequently, the Program Monitor is required to assess the implementation status only once at the end of the Installation Phase. To do so, the Monitor should review all written documentation filed in the Project Log, and, if necessary, gather verbal documentation through interviews with replication site staff. Once this documentation is obtained, the Monitor should rate the progress of implementation by marking the appropriate column on Part II of the Checklist. These ratings then should be transferred to the copy of the Checklist that contains the average ratings for the daily activities. Finally, this final form should be sent to the REGIONAL PROGRAM, according to the procedures specified in Section IV.

Installation Phase Role and Behavioral Observation Schedules

Description: The Observation Schedules should be used to assess the extent to which teachers and classroom assistants consistently exhibit roles and behaviors congruent with the key elements of the REGIONAL PROGRAM. The specific behaviors/indicators of interest are those associated with the Language-Based Approach and Positive Reinforcement elements of the program. Nine of these language- and

reinforcement-related behaviors are listed on the instrument in addition to nine general teaching behaviors, such as observing children and preparing activities. Thus, the instrument lists 18 behaviors in all. To allow for the recording of ongoing classroom interactions, the instrument provides space for 25 separate observations.

Copies of the Observation Schedules are found at the end of this section; there is one Schedule for teachers, and one for classroom assistants. In addition, definitions of the behaviors that are listed on the instrument are found in the Appendix.

Procedures: The Observation Schedules should be used according to the technique of "time-sampling". Here, a small number of random observations are taken of teacher/assistant behavior, and, at each observation point, the behaviors are recorded on the instrument. The assumption is that the random observations will approximate the same behavior pattern that one would see if all behaviors were recorded.

The REGIONAL PROGRAM requires that the Observation Schedules be completed once for each replication site at the end of the Installation Phase.³ To complete the Schedules, the Program Monitor should observe the site for a "day" (i.e., 2½ hours for half-day programs and 5 hours for full-day programs). During every three-minute segment of the classroom day, the Monitor should make two observations -- one of the teacher, and one of the teacher assistant -- and record the behaviors on the appropriate Schedules. In a 2½ hour period (half-day program) then, the teacher and the assistant would each be observed 50 times.

The specific observation procedures are as follows:

1. Prior to entering the classroom, the Program Monitor should break down the classroom day into three-minute segments beginning with the time at which the school day starts. These three-minute segments, then, should be recorded in the columns provided at the top of the Observation Schedules. For example, if the school day begins at 8:30, the Monitor would record 8:30, 8:33, 8:36, and so forth until the full day had been recorded in the columns. For 2½ hour programs, 50 columns would be needed to record this information; similarly, 100 columns would be filled in for 5 hour programs. Since the Observation Schedules provide space for only 25 observations, multiple copies (i.e., either 2 or 4) would be needed to record the behavior of the teacher or teacher assistant.

³The observations can be taken during one of the observation days when the Installation Phase Checklist will be completed.

2. At each designated three-minute time segment, the Program Monitor should observe both the teacher and the teacher assistant and record their behaviors on the Observation Schedules. In all cases, the observations should be "snap-shot" views. That is, the Monitor should look at the teacher (or assistant), make a judgment as to which behavior is being exhibited, and record the behavior by placing a checkmark in the appropriate time column next to the behavior seen. An example of this recording procedure is provided below.

<i>Specific Indicators</i>	<i>Observations</i>					
<i>TEACHER</i>	8:30	8:33	8:36	8:39	8:42	8:45
Prepares activity						
Prepares records					✓	✓
Attends parent or TD conference						
Observes children			✓			
Engages nonverbally	✓					
Models/elicits language						
Uses verbal reinforcement		✓				
Uses behavior-specific reinforcement				✓		

3. When the day of observation is over, the Monitor should fill in the information requested at the top of the Schedule, particularly noting any special conditions that might have affected the observations.

Once the Observation Schedules are completed for the teacher and assistant, the information should be tabulated and recorded on the Observation Schedule Summary Form. This Summary Form should be sent to the REGIONAL PROGRAM. Procedures for tabulation are discussed in Section IV, along with a presentation of the Summary Form itself. A guide to observation techniques is found in the Appendix.

PROGRAM QUESTIONNAIRES

The three instruments discussed in the previous sections document the implementation progress of the REGIONAL PROGRAM's key elements. To add a qualitative aspect to the monitoring effort, questionnaires have been designed to measure the level of satisfaction and commitment that staff members and parents have toward the Program. The Program Monitor is responsible for distributing these questionnaires to appropriate individuals at the end of the Installation Phase. In addition, the Monitor must tabulate the results and forward the information to the REGIONAL PROGRAM. The questionnaires are described below.

Adoption Site Questionnaire for Staff

Description: The Adoption Site Questionnaire for Staff should be used to gather important feedback from staff members who have participated in the REGIONAL PROGRAM adoption effort. The instrument is designed to provide an estimation of:

- staff knowledge of the Program's key elements
- staff receptivity to the Program
- staff reactions to the assistance they received from the REGIONAL PROGRAM

The Questionnaire is divided into three sections as follows:

Section I: Reactions to the Regional Program

This part of the instrument consists of three scales that measure the participants': a) understanding of the Program (11 items); b) ability to implement the Program (10 items); and c) attitudes towards the Program (14 items). For each item, staff members are instructed to indicate their responses on a five-point rating scale.

Section II: Open-Ended Questions

This section consists of six open-ended questions. Staff are asked to comment on: a) the strongest features of the Program; b) the Program's weakest features; c) the major benefits to Program adoption; d) the problems encountered during the adoption process; e) recommended changes; and f) future training needs.

Section III: Reactions to Follow-up Assistance Received from Regional Program Staff

Respondents are asked to rate their level of satisfaction with the assistance they received from the REGIONAL PROGRAM staff during the implementation process. Seven items are included on this scale.

A copy of the Adoption Site Questionnaire is found at the end of Section III.

Procedures: The Questionnaire should be distributed at the eight- or nine-month checkpoint to all staff (i.e., teachers, assistants, and team members) who participated in the Program. Staff should be given two days to complete the Questionnaire, and all late respondents should be followed up. Once the Questionnaires have been returned, the Program Monitor should tabulate the results and record the information on the Adoption Site Questionnaire Summary Form. This Summary Form should be sent to the REGIONAL PROGRAM. Procedures for tabulation are discussed in Section IV, along with a presentation of the Summary Form.

Parent Questionnaire

Description: The Parent Questionnaire should be used to gather parents' reactions to their son's or daughter's participation in the Program. Since parents probably will not be aware of the adoption effort, no specific mention is made of the REGIONAL PROGRAM in this Questionnaire. The instrument is designed to assess:

- parents' involvement in the Program
- parents' knowledge of the Program components
- parents' satisfaction with the Program

The Questionnaire is divided into the following three sections:

Section 1: Involvement in the Program

There are three items in this section of the instrument. Parents are asked to: a) indicate where they first learned about the Program; b) check the types of activities in which they participated during the year; and c) rate the effectiveness of these parent involvement activities.

Section II: Reactions to the Program

This part of the Questionnaire consists of three scales. These scales measure parents': a) understanding of the Program (11 items); b) attitudes towards the Program (11 items); and c) perceived changes in their children (5 items). For each item, parents are instructed to indicate their reactions on a five-point rating scale.

Section III: Open-Ended Questions

Five open-ended questions are included in this section. Parents are asked to give their overall impressions regarding: a) the major strengths of the Program; b) the major weaknesses of the Program; c) recommended changes in parent involvement activities; and d) recommended changes in the Program in general. Parents are also asked to indicate whether or not they would recommend the Program to another parent of a handicapped child.

A copy of the Parent Questionnaire is found at the end of this section.

Procedures: The Parent Questionnaire should be distributed to all parents whose children attended the Program during the year. The instruments should be mailed at the eight- or nine-month checkpoint, and a cover letter that explains why the information is being requested should be included. In the cover letter, also, parents should be told when the questionnaire is to be returned (usually a week after they receive the instrument). Further, to encourage a high return rate, a pre-addressed, postage-paid envelope should be provided to parents.

Once the Questionnaires have been returned to the Program Monitor, the information must be tabulated and recorded on the Parent Questionnaire Summary Form. Procedures for tabulation are discussed in Section IV, along with a presentation of the Summary Form.

* * *

Summary procedures for the various monitoring instruments are given in Chart 4. The instruments are presented after the chart.

Chart 4

SUMMARY PROCEDURES FOR REGIONAL PROGRAM MONITORING INSTRUMENTS

Instrument	Administration/ Completion Schedule	Procedure	Person Responsible for Administration/Completion
Project Log	Information is entered on an ongoing basis throughout the entire implementation process.	All relevant memos, minutes of meetings, attendance rosters, and notes from informal observations are filed in the Project Log.	Program Monitor is responsible for filing information in Log with assistance from replication site staff.
Start-up Phase Checklist	Checklist is completed at four-month checkpoint.	Checklist is completed <u>once</u> for each replication site. Implementation ratings are based on review of Project Log and interviews with replication site staff.	Program Monitor completes Checklist.
Installation Phase Checklist	Checklist is completed at eight/nine-month checkpoint.	One Checklist is completed for each replication site. To complete Part I, <u>three observations</u> of each site are necessary; the average ratings are entered on Part I. Completion of Part II is based on review of Project Log and interviews with replication site staff.	Program Monitor conducts observations and completes Checklist.
Installation Phase Role and Behavioral Observation Schedules	Observation Schedules are completed at eight/nine-month checkpoint.	Two Schedules are completed for each replication site -- one for the teacher and one for the teacher assistant. To complete the Schedules, one day of observation is necessary. Time-sampling techniques are used to observe and record behaviors.	Program Monitor observes teacher and teacher assistant behavior and completes Observation Schedules. Monitor also tabulates information and records data on Observation Schedule Summary Form.

Chart 4 (Cont.)

SUMMARY PROCEDURES FOR REGIONAL PROGRAM MONITORING INSTRUMENTS

Instrument	Administration/ Completion Schedule	Procedure	Person Responsible for Administration/Completion
Adoption Site Questionnaire for Staff	Questionnaires are distributed at eight/nine-month check- point.	Questionnaires are given to all staff who participated in the adoption effort during the year.	Replication site staff complete Questionnaire. Program Monitor tabulates responses and records summary data on the Adoption Site Questionnaire Summary Form.
Parent Question- naire	Questionnaires are distributed at eight/nine-month check- point.	Questionnaires are mailed to all parents whose children partici- pated in the Program during the year.	Parents complete Questionnaires. Program Monitor tabulates responses and records summary data on Parent Questionnaire Summary Form.

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REGIONAL PROGRAM FOR PRESCHOOL HANDICAPPED CHILDREN

KEY ELEMENTS CHECKLIST

START-UP PHASE

SCHOOL DISTRICT/AGENCY: _____

TEACHER: _____

SCHOOL: _____

DATE: _____

PROGRAM MONITOR: _____

QUALITY OF PROGRESS CODE

- 1 = Not at all implemented, requires follow-up action from program developer
- 2 = Minimally implemented, needs considerable help from supervisor to achieve desired level
- 3 = Partially implemented, requires further action from classroom teacher or supervisor
- 4 = Fully implemented, no action required

KEY ELEMENTS AND SPECIFIC INDICATORS	QUALITY OF PROGRESS			
	1	2	3	4
STRUCTURED ROUTINE				
A schedule of the daily routine exists				
Routine includes:				
Individual work time				
Group time				
Group language activities				
Free play/structured play				
Self-help/snack				
Planned transitions between activities				
STAFFING PATTERNS				
Two adults are employed for every ten children (teacher/assistant team)				
Ongoing inservice training activities in preschool special education techniques are scheduled for classroom assistant				
TRANSDISCIPLINARY TEAM APPROACH				
A transdisciplinary team exists that consists of at least a classroom teacher, psychologist, and speech/language pathologist				
Team is scheduled to complete an assessment of each child upon entry and exist from program				
Team assessment process includes both formal and informal testing				
Parents serve as team members during assessment process (testing and follow-up conferences)				

KEY ELEMENTS CHECKLIST START-UP PHASE

Page 2

TEACHER: _____

KEY ELEMENTS AND SPECIFIC INDICATORS	QUALITY OF PROGRESS			
	1	2	3	4
PARENT INVOLVEMENT				
Parent volunteer system is developed				
Volunteers participate in initial training program				
Volunteers are scheduled to participate in classroom on a consistent basis				
Parent participation plans (instruction cards) that correspond to daily routine are developed for volunteers				
Parent group meetings are scheduled to occur throughout the year				
At least half of the parents are scheduled to observe in the classrooms once per year				
Teacher schedules a minimum of three conferences with each parent per year				
INDIVIDUALIZED INSTRUCTION				
Current IEPs are developed for each child				
IEPs include a statement of child strengths and special needs, long-term goals, and short-term objectives				
Results of formal and informal evaluations and team assessments are incorporated into IEPs for all children				
LANGUAGE-BASED APPROACH				
Speech therapist is scheduled to work with children in the classroom at least once per week				
INTAKE EVALUATION				
Children are placed in program on the basis of an intake evaluation				
Intake evaluation includes both formal and informal assessments with a variety of instruments				
Intake evaluation includes parent interview				

COMMENTS/SPECIAL CONDITIONS:

REGIONAL PROGRAM FOR PRESCHOOL HANDICAPPED CHILDREN

KEY ELEMENTS CHECKLIST

INSTALLATION PHASE

SCHOOL DISTRICT/AGENCY: _____

TEACHER: _____

SCHOOL: _____

DATE: _____

PROGRAM MONITOR: _____

QUALITY OF PROGRESS CODE

- 1 = Not at all implemented, requires follow-up action from program developer
- 2 = Minimally implemented, needs considerable help from supervisor to achieve desired level
- 3 = Partially implemented, requires further action from classroom teacher or supervisor
- 4 = Fully implemented, no action required

Part I

DAILY ACTIVITIES

NUMBER OF OBSERVATIONS TAKEN: _____

KEY ELEMENTS AND SPECIFIC INDICATORS	QUALITY OF PROGRESS			
	1	2	3	4
STRUCTURED ROUTINE				
Daily routine is followed according to schedule				
Daily activities include:				
Individual work time				
Group time				
Group language activities				
Free play/structured play				
Self-help/snack				
Planned transitions between activities				
Positive feedback is given to children for following scheduled activities				
STAFFING PATTERNS				
Two adults are present in classroom if ten children are enrolled				
Classroom staff hold informal meetings				
INDIVIDUALIZED INSTRUCTION				
Group activities are individualized according to children's needs				

**KEY ELEMENTS
INSTALLATION PHASE**

Page 2

TEACHER: _____

KEY ELEMENTS AND SPECIFIC INDICATORS	QUALITY OF PROGRESS			
	1	2	3	4
LANGUAGE-BASED APPROACH All instructional activities are designed to elicit child's language production				
The teacher, assistant, and speech therapist elicit child's language in the classroom through play activities				
ROLE OF PLAY Peer interaction occurs during free play				
Most instructional activities conducted during individual and group time utilize the play mode				
Structured play experiences include a creative expression activity				

**PART II
ACTIVITIES OCCURRING LESS FREQUENTLY**

STAFFING PATTERNS Inservice training activities are provided to classroom assistants as scheduled				
PARENT INVOLVEMENT Volunteers participate in the classroom using parent participation plans to guide their activities				
Volunteers participate in at least four ongoing training sessions during the year				
Parent group meetings are held during the year as scheduled				
Parents observe in the classrooms according to schedule				
Teacher holds a minimum of three conferences with each parent per year				
HETEROGENEOUS GROUPING Membership in small work/play groups changes on a periodic basis, based upon individual needs of children				
INDIVIDUALIZED INSTRUCTION Individual work time is based on IEP goals and activities for all children				
ROLE OF PLAY Gross motor activities are conducted at least once per week using the play mode				
Play is used as a condition for achieving some IEP objectives				

KEY ELEMENTS INSTALLATION PHASE

Page 3

TEACHER: _____

KEY ELEMENTS AND SPECIFIC INDICATORS	QUALITY OF PROGRESS			
	1	2	3	4
<i>TRANSDISCIPLINARY TEAM APPROACH</i>				
Team members share resources and train each other in appropriate techniques characteristic of their respective disciplines				
Team members share roles in addressing educational goals prescribed for each student				
Team members interact directly with students in the classroom				
Team members consult with classroom teachers, assistants, and parents to identify specific activities appropriate for each child				
Case conferences for each student occur at least three times per year				

COMMENTS/SPECIAL CONDITIONS:

REGIONAL PROGRAM FOR PRESCHOOL HANDICAPPED CHILDREN

Observer: _____
 Date: _____
 Special Conditions: _____

ROLE/BEHAVIORAL OBSERVATION SCHEDULE

Teacher: _____
 District/Agency: _____
 Number of Children: _____

INSTALLATION PHASE

Specific Indicators	Observations																			
TEACHER																				
Prepares activity																				
Prepares records																				
Attends parent or TD conference																				
Observes children																				
Engages nonverbally																				
Instructs/demonstrates																				
Gives directions																				
Reinforces nonverbally																				
Models/elicits language																				
Uses verbal reinforcement																				
Uses behavior-specific reinforcement																				
Repeats child's language																				
Expands child's language																				
Models/elicits language and provides nonverbal reinforcement																				
Models/elicits language and provides verbal reinforcement																				
Models/elicits language and provides behavior-specific reinforcement																				
Uses negative reinforcement																				
Miscellaneous																				

REGIONAL PROGRAM FOR PRESCHOOL HANDICAPPED CHILDREN

Observer: _____
 Date: _____
 Special Conditions: _____

ROLE/BEHAVIORAL OBSERVATION SCHEDULE

INSTALLATION PHASE

Teacher: _____
 District/Agency: _____
 Number of Children: _____

Specific Indicators	Observations																							
TEACHER ASSISTANT																								
Prepares activity																								
Prepares records																								
Attends parent or TD conference																								
Observes children																								
Engages nonverbally																								
Instructs/demonstrates																								
Gives directions																								
Reinforces nonverbally																								
Models/elicits language																								
Uses verbal reinforcement																								
Uses behavior-specific reinforcement																								
Repeats child's language																								
Expands child's language																								
Models/elicits language and provides nonverbal reinforcement																								
Models/elicits language and provides verbal reinforcement																								
Models/elicits language and provides behavior-specific reinforcement																								
Uses negative reinforcement																								
Miscellaneous																								

REGIONAL PROGRAM FOR PRESCHOOL HANDICAPPED CHILDREN

ADOPTION SITE QUESTIONNAIRE FOR STAFF

The staff of the Regional Preschool Program would like your candid reactions to the program adoption effort in which you have participated during the past year. Your feedback is vital to the further refinement of our Program and to its continued promotion in schools and agencies throughout the region. The instrument should be returned to your supervisor who will compile and summarize the results. All responses will be considered confidential.

Thank you for your assistance.

NAME: _____ POSITION: _____

DATE: _____

SECTION I: REACTIONS TO REGIONAL PROGRAM

A. Understanding

Directions: Please indicate how well you understand the following aspects of the Regional Program by checking the appropriate column for each item listed.

	LEVEL OF UNDERSTANDING				
	Very Well	Quite Well	Somewhat	Hardly	Not At All
1. Philosophy of the Program					
2. Goals/purposes of the Program					
3. Intake evaluation procedures					
4. Transdisciplinary team approach					
5. Teaching methods of Program					
6. Methods for following daily routine with play					
7. Methods of eliciting child's language production					
8. Positive reinforcement techniques					
9. Methods of individualization					
10. Parent volunteer system					
11. Methods of parent involvement (other than volunteer system)					

B. Skills

Directions: Please indicate how skilled you are in implementing the following aspects of the Regional Program by checking the appropriate column for each item listed.

	LEVEL OF SKILLS				
	Very	Quite	Somewhat	Hardly	Not At All
1. Assessing students' skill levels					
2. Developing IEPs					
3. Using a language-based instructional approach					
4. Providing individualized instruction					
5. Providing positive reinforcement					
6. Monitoring children's progress					
7. Training volunteers					
8. Working with parent volunteers					
9. Leading parent group meetings					
10. Serving as a transdisciplinary team member					

C. Attitudes

Directions: Please indicate how satisfied you are with the following aspects of the Regional Program by checking the appropriate column for each item listed.

	LEVEL OF SATISFACTION				
	Very	Quite	Somewhat	Hardly	Not At All
1. Program in general					
2. Teaching methods of Program					
3. Intake evaluation procedures					
4. Program manuals and curriculum guides					
5. Transdisciplinary team model					
6. Methods for monitoring children's progress					
7. Methods for eliciting child's language production					
8. Positive reinforcement techniques					
9. Parent volunteer system					
10. Methods of parent involvement (other than volunteer system)					
11. Your role in the Program					
12. Your accomplishments in the Program					
13. Accomplishments of Program objectives					
14. Internal management of Program adoption					

NAME: _____

PROGRAM: _____

SECTION II: OPEN-ENDED QUESTIONS

1. What do you see as the strongest features of the Regional Program?
2. What do you see as the weakest features of the Regional Program?
3. What have been the major benefits of adopting the Regional Program?
4. What problems have you encountered in adopting the Regional Program?
5. Would you recommend any changes in the Regional Program? If so, what changes?
6. What further training would aid you in the performance of your job responsibilities?

SECTION III: REACTIONS TO FOLLOW-UP ASSISTANCE RECEIVED FROM REGIONAL PROGRAM STAFF

DIRECTIONS: Please indicate how satisfied you are with the follow-up assistance you received from the Regional Program staff during the implementation of the program. Do this by checking the appropriate column for each of the items listed.

	LEVEL OF SATISFACTION				
	Very	Quite	Somewhat	Hardly	Not At All
1. AVAILABILITY - Developer staff were accessible whenever needed					
2. COOPERATIVENESS - Developer staff were easy to work with					
3. DEPENDABILITY - Regional Program delivered what it promised it would deliver					
4. RESPONSIVENESS - Developer staff were sensitive and receptive to my needs					
5. FLEXIBILITY - Regional Program requirements allowed for modification					
6. COMMITMENT - Developer staff believed in their program					
7. RELEVANCE - The content of the assistance I received was appropriate to my needs					

NAME: _____

PROGRAM: _____

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REGIONAL PROGRAM FOR PRESCHOOL HANDICAPPED CHILDREN

PARENT QUESTIONNAIRE

The purpose of this questionnaire is to obtain your honest opinions about your son's or daughter's participation in our preschool program. Your assistance in completing this form will help program staff continue to provide quality services to children. We appreciate your cooperation.

All responses will be treated confidentially. Please supply the following information.

1. Name of your child's teacher: _____
2. Are you a parent volunteer in the program? Yes No
3. Date: _____

SECTION I: INVOLVEMENT IN THE PROGRAM

Our preschool program provides many ways for parents to become aware of and involved in the program. This section of the questionnaire focuses on the various parent involvement activities that may have been conducted over the past year.

1. From what source did you first learn about the program? (Check one)

Friend/Other Parent _____	Social Service Agency _____	Posters/Flyers _____
Nursery School _____	Program Staff Member _____	School District Personnel _____
Newspaper/Radio _____	Physician _____	Other _____ (Please specify)

2. In the past year, did you participate in any of the following parent meetings/activities? (Check all that apply)

Child Assessment Conferences _____	Planning Conferences for Your Child's Individualized Educational Program _____
Classroom Visits/Observations _____	Other Conferences _____
Screenings or Evaluations _____	Parent Volunteer Training Program _____
Parent Group Meetings _____	Volunteer Training Program _____
	Other _____ (Please specify)

3. How effective were these parent meetings/activities in:

(Place a check mark in the appropriate box for each item listed below)

	LEVEL OF EFFECTIVENESS				
	Very	Quite	Somewhat	Hardly	Not At All
a. helping you understand the program					
b. helping you understand your child's special needs					
c. improving your attitudes about your child's special needs					
d. increasing your skills in working with your child					
e. giving you moral support as a parent					

SECTION II: REACTIONS TO PROGRAM

A. Understanding

Directions: Please indicate how well you understand our program by checking the appropriate column for each item listed below.

	LEVEL OF UNDERSTANDING				
	Very Well	Quite Well	Somewhat	Hardly	Not At All
1. Goals/purposes of the program					
2. Screening/placement procedures					
3. Child evaluation by team members (e.g., psychologist, therapist, etc.)					
4. Teaching methods of program					
5. Methods for teaching child at home					
6. Methods for managing child's behavior					
7. Legal rights as parents					
8. Educational rights of child					
9. Specific learning needs of child					
10. Other services available in community					
11. Parent volunteer system					

B. Attitudes

Directions: Please indicate how satisfied you are with our program by checking the appropriate column for each item listed.

	LEVEL OF SATISFACTION				
	Very	Quite	Somewhat	Hardly	Not At All
1. Program in general					
2. Instructional methods used					
3. Effectiveness of staff					
4. Frequency of contact with teachers					
5. Materials used					
6. Variety of parent involvement activities available					
7. Your level of involvement with the program					
8. Opportunities for your suggestions					
9. Screening and evaluation procedures					
10. Methods of monitoring child's progress					
11. Accomplishments of program					

C. Perceived Change in Child

Directions: Our preschool program is designed to develop your child's skills in the areas listed below. For each area, please indicate how much your child has progressed by checking the appropriate column.

	LEVEL OF PROGRESS				
	Very Much	Quite A Lot	Somewhat	Hardly	Not At All
1. Speech and language skills					
2. Physical and motor skills					
3. Social skills					
4. Self-help skills					
5. School readiness skills (Academic and Cognitive)					

SECTION III: OPEN-ENDED QUESTIONS

1. What do you see as the major strengths of our preschool program?
2. What do you see as the major weaknesses of our preschool program?
3. Would you recommend changes in the parent involvement activities? If so, what changes?
4. Would you recommend any other changes in the program? If so, what changes and why?
5. Would you recommend this program to another parent of a preschool handicapped child?
(Please explain your answer.) Yes No

THANK YOU FOR YOUR COOPERATION!

— Section IV: REPORTING TO THE
REGIONAL PROGRAM

Section IV: REPORTING TO THE REGIONAL PROGRAM

The information that is gathered using the various monitoring instruments must be formally communicated to the REGIONAL PROGRAM so that the implementation effort can be reviewed systematically by Developer staff. The Program Monitor, therefore, is required to submit summary evaluation information at two points during the year -- at the conclusion of the Start-up Phase, and at the end of the Installation Phase. While this summary evaluation represents the formal means by which Monitors communicate their results, similar information can be passed on informally at any time during the implementation process. Information that must be included in the summary evaluation reports for each implementation phase is described below.

SUMMARY EVALUATION -- START-UP PHASE

The summary evaluation requirements for the Start-up Phase are relatively straightforward. All the Program Monitor must do is complete the Start-up Phase Checklist using the procedures described in Section III. Once the Checklist is completed -- sometime during the four-month checkpoint -- it should be forwarded to the REGIONAL PROGRAM as soon as possible. Note that one form must be completed for each replication site (i.e., a classroom site with the same teacher/assistant team). If there are several sites comprising a particular program, then several Checklists would be completed and sent to the REGIONAL PROGRAM.

SUMMARY EVALUATION -- INSTALLATION PHASE

The summary evaluation for the Installation Phase consists of two forms that must be completed by the Program Monitor: 1) the Installation Phase Checklist; and 2) the Observation Schedule Summary Form. Additionally, the Program Monitor must complete the Adoption Site Questionnaire Summary Form and the Parent Questionnaire Summary Form to provide a qualitative assessment of the entire adoption effort. Specific procedures regarding these forms are provided on the following pages.

Installation Phase Checklist

The Installation Phase Checklist that is sent to the REGIONAL PROGRAM should reflect the average ratings of three classroom observations.⁴ To compute these averages, the following procedures are suggested:

1. For each activity listed on Part I of the Checklist, determine the sum of the three ratings given during the observations.
2. Divide each sum by 3 to obtain an average rating.
3. Round off the resulting average to the nearest whole number; that is, anything above .5 would be rounded off to the higher rating, while anything below .5 would be rounded off to the lower rating.
4. Once this is done for each activity, check the appropriate column on Part I of the Checklist that corresponds with the averages. Use an unmarked or "clean" copy of the Checklist in recording this information. Also record the number of observations taken at the top of the Checklist.

Consider the following example:

You observed a classroom site on three different occasions, and completed Part I of the Checklist each time. For the behavior, "*Peer interaction occurs during free play*", you gave the following ratings: "4", "3", "4". Based on the procedure described above, you would:

--sum the ratings	= 11
--divide by 3	= 3.6
--round off to the nearest whole number	= 4
--check the appropriate column on Part I of a "clean" copy of the Checklist	= 4

⁴The REGIONAL PROGRAM staff recommends that at least three observations be made for each site. However, more observations can be made if desired.

Once the average ratings of the daily activities are computed and entered on the Checklist, the ratings given to the activities listed in Part II must also be recorded on the same Checklist. The final version of the Checklist should then be sent to the REGIONAL PROGRAM along with the additional Summary Forms to be discussed. As was the case with the Start-up Phase, one Checklist must be completed for each replication site.

Observation Schedule Summary Form

As discussed in Section III (see Installation Phase Role and Behavioral Observation Schedules), the behaviors recorded on the Observation Schedules must be summarized by the Program Monitor and entered on the Observation Schedule Summary Form. This Form provides an account of the percentage of time that teachers, assistants, and sites (i.e., teachers and assistants combined) spend in program activities. It is this Form that should be sent to the REGIONAL PROGRAM at the conclusion of the Installation Phase.

A copy of the Summary Form can be found at the end of this section. Procedures for completion are indicated below:

1. For each behavior listed on the Observation Schedules, count the number of times that the behavior was observed during the observation day. Enter this number in Column I of the Summary Form, next to the appropriate behavior.
2. Divide each number in Column I by the total number of observations taken during the day (note that the total number of observations should equal 50 for half-day programs and 100 for full-day programs). Enter the resulting percentage in Column II of the Summary Form.

Teacher behaviors should be summarized on page 1 of the Form, assistant behaviors, on Page 2, and total site behaviors, on page 3. To determine total site behaviors, the number of teacher and assistant behaviors should be added together and entered in Column I. To determine the percentage for each behavior, this number should be divided by the total number of observations taken for both staff members (note that this total would be 100 for half-day programs, and 200 for full-day programs).

An example of how to implement these procedures for a half-day program follows (only a sample of behaviors is listed).

A. TEACHER BEHAVIORS

<u>Behaviors/Indicators</u>	Column I	Column II
	<u>Number of Times Observed</u>	<u>Percentage</u>
1. Prepares activity	<u>5</u>	<u>10%</u>
9. Models/elicits language	<u>8</u>	<u>16%</u>
18. Miscellaneous	<u>2</u>	<u>4%</u>
Total Observations	<u>50</u>	100%

B. ASSISTANT BEHAVIORS

1. Prepare activity	<u>4</u>	<u>8%</u>
9. Models/elicits language	<u>6</u>	<u>12%</u>
18. Miscellaneous	<u>1</u>	<u>2%</u>
Total Observations	<u>50</u>	100%

C. TOTAL SITES BEHAVIORS

1. Prepares activity	<u>9</u>	<u>9%</u>
9. Models/elicits language	<u>14</u>	<u>14%</u>
18. Miscellaneous	<u>3</u>	<u>3%</u>
Total Observations	100	100%

When the Observation Schedule Summary Form is completed, it should be sent to the REGIONAL PROGRAM together with the Installation Phase Checklist and the Questionnaire Summary Forms. One Summary Form should be prepared for each replication site.

Adoption Site Questionnaire Summary Form

The Adoption Site Questionnaire Summary Form should be used by the Program Monitor to summarize staff responses to Section I of the Staff Questionnaire (see Questionnaire at the end of Documentation and Instruments Section). The Monitor should send the Summary Form to the REGIONAL PROGRAM at the end of the Installation Phase. In addition to forwarding this Form, the Monitor should provide the REGIONAL PROGRAM with copies of Sections II and III of the completed Staff Questionnaires. These sections contain open-ended comments from adopter staff as well as their ratings of the follow-up assistance received by the REGIONAL PROGRAM. Since copies of these Sections will be sent directly to the Developer, the Monitor will not have to tabulate this information. Instructions for completing the Adoption Site Questionnaire Summary Form are discussed in more detail below. A copy of the Form can be found at the end of this section of the manual.

As noted, the Summary Form is to be used to summarize information from Section I of the Staff Questionnaire. This Section contains three rating scales that measure reactions to the REGIONAL PROGRAM. Specifically, the scales are: a) Understanding of the Program; b) Skills to be able to implement the Program; and c) Attitudes towards the Program. To summarize staff responses, the Program Monitor is to compute average (or mean) ratings for every item on each of the scales. The Summary Form provides a column for recording these average ratings; additionally, the Form includes space for tallying individual staff responses to the items, so that the average ratings can be calculated. Procedures for completing the Summary Form are as follows:

- STEP 1
- (A) For each item on the rating scale, Monitors are to tally the individual staff ratings and enter this tally in the appropriate columns on the Summary Form. (In the example given below, three staff members rated their level of understanding of program goals, "Very Well"; two individuals indicated that they understood the goals, "Quite Well"; and one person understood the goals only, "Somewhat".)
- (B) The tallies of the ratings should then be summed and entered in the column of the Summary Form labeled, "Number Responding to Item." (In the example provided, there were six responses to the item).

STEP 1

A. UNDERSTANDING	Number Responding to Item	LEVEL OF UNDERSTANDING					TOTAL	AVERAGE
		Very Well 5	Quite Well 4	Somewhat 3	Hardly 2	Not At All		
1. Goals/purposes of the Program	6	///	//	/				

(B)

(A)

- STEP 2
- ③ Multiply the number of tally marks in each column by the numerical value of that column. Do this for each item. (In our example below, the three responses in the column labeled "Very Well" become $3 \times 5 = 15$; the two responses in the column labeled "Quite Well" become $2 \times 4 = 8$; and the one response in the column labeled "Somewhat" becomes $1 \times 3 = 3$)
- ④ These products are then summed, and entered in the column labeled "Total". (In our example, $15 + 8 + 3 = 26$)
- ⑤ Finally, the number in the "Total" column is divided by the number in the "Number Responding to Item" column. This quotient is then entered in the column labeled "Average". (In our example, $26 \div 6 = 4.3$) This value thus represents the average response for that particular item.

STEP 2

A. UNDERSTANDING	Number Responding to Item	LEVEL OF UNDERSTANDING					TOTAL	AVERAGE
		Very Well 5	Quite Well 4	Somewhat 3	Hardly 2	Not At All		
1. Goals/purposes of the Program	6	///	//	/				
		3x5=15	2x4=8	1x3=3	---	---	26	4.3

⏟
⏟
⏟

③
④
⑤

This procedure is repeated for each of the items on the Understanding, Skills, and Ability Scales. When all averages have been calculated and recorded on the Form, the Monitor should send the Summary Form to the REGIONAL PROGRAM. Sections II and III of the completed Questionnaires for all staff members should be appended.

Parent Questionnaire Summary Form

The Parent Questionnaire Summary Form should be used by the Program Monitor to summarize responses to the Parent Questionnaire. Like the Questionnaire itself, the Summary Form contains three sections: Parent Involvement in the Process, Reactions to the Program, and Open-ended Questions. The Monitor is to tabulate the information from each of these sections, and send the Form to the REGIONAL PROGRAM at the end of the Installation Phase. Procedures for completing the Summary Form are discussed below. A copy is found at the end of this section of the manual.

Section I: Involvement in the Program

Three items are to be summarized in this section: a) the source from which parents first heard about the Program; b) the types of activities in which parents participated during the year; and c) parent perceptions of the effectiveness of these activities.

- Item 1. To summarize the source of parent awareness, the Monitor should tally the number of times that each different source was checked by parents. The tallies should be entered in the column of the Summary Form labeled "Tally of Checks" and added together to yield a TOTAL NUMBER OF CHECKS. The Monitor should then divide the number of tallies for each source by the TOTAL NUMBER to determine a percentage. The resulting figures should be entered in the column of the Summary Form labeled "Percentage".
- Item 2. In summarizing parent participation in activities, procedures similar to those described above should be followed. That is, the number of checks for each activity should be tallied and then divided by the TOTAL NUMBER OF CHECKS to yield a percentage. All information should be entered in the appropriate columns on the Summary Form.
- Item 3. To summarize the effectiveness of parent involvement activities, the Monitor is to compute average ratings for each of the five areas listed on the Questionnaire. In computing these averages, the summary procedures described for the Adoption Site Questionnaire Summary Form should be followed (see pages 34-35).

Section II: Reactions to the Program

For this Section of the Summary Form, parent responses to three rating scales must be summarized by the Program Monitor. The rating scales are: a) Understanding of the Program; b) Attitudes towards the Program; and c) Perceived Change in Child. To summarize parent responses, average ratings must be computed for every item on each of the scales. In computing these averages, the summary procedures described for the Adoption Site Questionnaire Summary Form should be followed (see pages 34-35).

Section III: Open-ended Questions

To summarize parents' responses to the first four open-ended questions, the Program Monitor should list the factors that were most frequently cited by parents. In constructing this list, Monitors should paraphrase the thoughts/feelings expressed by parents so that only brief statements appear in the spaces provided. For example, in summarizing Major Strengths, the Monitor might list such factors as: staff expertise, child progress, quality of materials, etc.

In terms of the last question, "Would you recommend this program to another parent of a preschool handicapped child?", the Monitor should tally the number of YES and NO responses and calculate the corresponding percentages. The summary data should be entered in the chart provided on the Form.

When all sections of the Parent Questionnaire Summary Form are completed, the Form should be sent to the REGIONAL PROGRAM along with the other Installation Phase reporting forms.

* * *

A summary of all reporting procedures is found in Chart 5.

Chart 5

REPORTING TO THE REGIONAL PROGRAM

Form	Schedule
SUMMARY EVALUATION -- START-UP PHASE	
Start-up Phase Checklist	Form sent at the end of the four-month Start-up Phase.
SUMMARY EVALUATION -- INSTALLATION PHASE	
Installation Phase Checklist (containing average ratings of three observations of daily activities)	Form sent at the end of the Installation Phase along with other Installation Phase summary forms.
Observation Schedule Summary Form	Form sent at the end of the Installation Phase along with other Installation Phase summary forms.
Adoption Site Questionnaire Summary Form and Sections II and III of completed Staff Questionnaires	Form and copies of Sections II and III of Staff Questionnaire sent at the end of the Installation Phase along with other Installation Phase summary forms.
Parent Questionnaire Summary Form	Form sent at the end of the Installation Phase along with other Installation Phase summary forms.

OBSERVATION SCHEDULE SUMMARY FORM

SCHOOL DISTRICT/AGENCY: _____

TEACHER: _____

SCHOOL: _____

DATE OF OBSERVATION: _____

PROGRAM MONITOR: _____

A. Teacher Behaviors

<u>Behaviors/Indicators</u>	<u>COLUMN I</u> <u>Number of</u> <u>Times Observed</u>	<u>COLUMN II</u> <u>Percentage</u>
1. Prepares activity	_____	_____
2. Prepares records	_____	_____
3. Attends parent or TD conference	_____	_____
4. Observes children	_____	_____
5. Engages nonverbally	_____	_____
6. Instructs/demonstrates	_____	_____
7. Gives directions	_____	_____
8. Reinforces nonverbally	_____	_____
9. Models/elicits language	_____	_____
10. Uses verbal reinforcement	_____	_____
11. Uses behavior-specific reinforcement	_____	_____
12. Repeats child's language	_____	_____
13. Expands child's language	_____	_____
14. Models/elicits language and provides nonverbal reinforcement	_____	_____
15. Models/elicits language and provides verbal reinforcement	_____	_____
16. Models/elicits language and provides behavior-specific reinforcement	_____	_____
17. Uses negative reinforcement	_____	_____
18. Miscellaneous	_____	_____
Total Observations:	_____	100%

OBSERVATION SCHEDULE SUMMARY FORM

TEACHER: _____

B. Assistant Behaviors

<u>Behaviors/Indicators</u>	COLUMN I	COLUMN II
	<u>Number of Times Observed</u>	<u>Percentage</u>
1. Prepares Activity	_____	_____
2. Prepared records	_____	_____
3. Attends parent or TD conference	_____	_____
4. Observes children	_____	_____
5. Engages nonverbally	_____	_____
6. Instructs/demonstrates	_____	_____
7. Gives directions	_____	_____
8. Reinforces nonverbally	_____	_____
9. Models/elicits language	_____	_____
10. Uses verbal reinforcement	_____	_____
11. Uses behavior-specific reinforcement	_____	_____
12. Repeats child's language	_____	_____
13. Expands child's language	_____	_____
14. Models/elicits language and provides nonverbal reinforcement	_____	_____
15. Models/elicits language and provides verbal reinforcement	_____	_____
16. Models/elicits language and provides behavior-specific reinforcement	_____	_____
17. Uses negative reinforcement	_____	_____
18. Miscellaneous	_____	_____
Total Observations:	_____	100%

OBSERVATION SCHEDULE SUMMARY FORM

Page 3

TEACHER: _____

C. Total Site Behaviors

<u>Behaviors/Indicators</u>	Column I	COLUMN II
	<u>Number of Times Observed</u>	<u>Percentage</u>
1. Prepares activity	_____	_____
2. Prepares records	_____	_____
3. Attends parent or TD conference	_____	_____
4. Observes children	_____	_____
5. Engages nonverbally	_____	_____
6. Instructs/demonstrates	_____	_____
7. Gives directions	_____	_____
8. Reinforces nonverbally	_____	_____
9. Models/elicits reinforcement	_____	_____
10. Uses verbal reinforcement	_____	_____
11. Uses behavior-specific reinforcement	_____	_____
12. Repeats child's language	_____	_____
13. Expands child's language	_____	_____
14. Models/elicits language and provides nonverbal reinforcement	_____	_____
15. Models/elicits language and provides verbal reinforcement	_____	_____
16. Models/elicits language and provides behavior-specific reinforcement	_____	_____
17. Uses negative reinforcement	_____	_____
18. Miscellaneous	_____	_____
Total Observations:	_____	100%

COMMENTS:

ADOPTION SITE QUESTIONNAIRE

SUMMARY FORM

SCHOOL DISTRICT/AGENCY: _____

DATE: _____

PROGRAM MONITOR: _____

NUMBER OF QUESTIONNAIRES
RETURNED:

Teachers _____

Assistants _____

Team Members _____

REACTIONS TO PROGRAM

A. Understanding	Number Responding To Item	LEVEL OF UNDERSTANDING					TOTAL	AVERAGE
		Very Well 5	Quite well 4	Somewhat 3	Hardly 2	Not At All 1		
1. Philosophy of the Program								
2. Goals/purposes of the Program								
3. Intake evaluation procedures								
4. Transdisciplinary team approach								
5. Teaching methods of Program								
6. Methods for following daily routine with play								
7. Methods for eliciting child's language production								
8. Positive reinforcement techniques								
9. Methods of individualization								
10. Parent volunteer system								
11. Methods of parent involvement (other than volunteer system)								

REACTIONS TO PROGRAM

B. Skills	Number Responding To Item	LEVEL OF SKILLS					TOTAL	AVERAGE
		Very 5	Quite 4	Somewhat 3	Hardly 2	Not At All 1		
1. Assessing students' skill levels								
2. Developing IEPs								
3. Using a language-based instructional approach								
4. Providing individualized instruction								
5. Providing positive reinforcement								
6. Monitoring children's progress								
7. Training volunteers								
8. Working with parent volunteers								
9. Leading parent group meetings								
10. Serving as a transdisciplinary team member								

REACTIONS TO PROGRAM

C. Attitudes	Number Responding To Item	LEVEL OF SATISFACTION					TOTAL	AVERAGE
		Very 5	Quite 4	Somewhat 3	Hardly 2	Not At All 1		
1. Program in general								
2. Teaching methods of Program								
3. Intake evaluation procedures								
4. Program manuals and curriculum guides								
5. Transdisciplinary team model								
6. Methods for monitoring children's progress								
7. Methods of eliciting child's language production								
8. Positive reinforcement techniques								
9. Parent volunteer system								
10. Methods of parent involvement (other than volunteer system)								
11. Your role in the Program								
12. Your accomplishments in the Program								
13. Accomplishments of Program objectives								
14. Internal management of Program adoption								

PARENT QUESTIONNAIRE
SUMMARY FORM

SCHOOL DISTRICT/AGENCY: _____

DATE: _____

PROGRAM MONITOR: _____

NUMBER OF QUESTIONNAIRES
RETURNED: _____

SECTION I: PARENT INVOLVEMENT

1. Source	TALLY OF CHECKS	PERCENT-AGE
Friend/Other Parent		
Nursery School		
Newspaper/Radio		
Social Service Agency		
Program Staff Member		
Physician		
Posters/Flyers		
School District Personnel		
Other		
No Answer		
TOTAL NUMBER OF CHECKS		

2. Participation in Activities	TALLY OF CHECKS	PERCENT-AGE
Child Assessment Conferences		
Classroom Visits/ Observations		
Screenings or Evaluations		
Parent Group Meetings		
Planning Conferences for Your Child's Individualized Educational Program		
Other Conferences		
Parent Volunteer Training Program		
Volunteer Training Program		
Other		
No Answer		
TOTAL NUMBER OF CHECKS		

SECTION I: PARENT INVOLVEMENT (Cont.)

3. Effectiveness of Parent Activities	Number Responding To Item	LEVEL OF EFFECTIVENESS					TOTAL	AVERAGE
		Very 5	Quite 4	Somewhat 3	Hardly 2	Not At All 1		
a. helping you understand the program								
b. helping you understand your child's special needs								
c. improving your attitudes about your child's special needs								
d. increasing your skills in working with your child								
e. giving you moral support as a parent								

SECTION II: REACTIONS TO PROGRAM

A. Understanding	Number Responding To Item	LEVEL OF UNDERSTANDING					TOTAL	AVERAGE
		Very Well 5	Quite Well 4	Somewhat 3	Hardly 2	Not At All 1		
1. Goals/purposes of the program								
2. Screening/placement procedures								
3. Child evaluation by team members (e.g., psychologist, therapist, etc.)								
4. Teaching methods of program								
5. Methods for teaching child at home								
6. Methods for managing child's behavior								
7. Legal rights as parents								
8. Educational rights of child								
9. Specific learning needs of child								
10. Other services available in community								
11. Parent volunteer system								

SECTION II: REACTIONS TO PROGRAM (Cont.)

B. Attitudes	Number Responding To Item	LEVEL OF SATISFACTION					TOTAL	AVERAGE
		Very 5	Quite ~~4~~ 4	Somewhat 3	Hardly 2	Not At All 1		
1. Program in general								
2. Instructional methods used								
3. Effectiveness of staff								
4. Frequency of contact with teachers								
5. Materials used								
6. Variety of parent involvement activities available								
7. Your level of involvement with the program								
8. Opportunities for your suggestions								
9. Screening and evaluation procedures								
10. Methods of monitoring child's progress								
11. Accomplishments of program								

SECTION II: REACTIONS TO PROGRAM (Cont.)

C. Perceived Change in Child	Number Responding To Item	LEVEL OF PROGRESS					TOTAL	AVERAGE
		Very Much 5	Quite A Lot 4	Somewhat 3	Hardly 2	Not At All 1		
1. Speech and language skills								
2. Physical and motor skills								
3. Social skills								
4. Self-help skills								
5. School readiness skills (Academic and Cognitive)								

SECTION III: OPEN-ENDED QUESTIONS

1. STRENGTHS OF PROGRAM:

2. WEAKNESSES OF PROGRAM:

3. RECOMMENDED CHANGES IN PARENT ACTIVITIES:

SECTION III: OPEN-ENDED QUESTIONS (Cont.)

4. OTHER CHANGES IN PROGRAM:

5. RECOMMEND PROGRAM TO ANOTHER PARENT:

TALLY OF RESPONSES		TOTAL NUMBER RESPONDING		PERCENTAGES	
Yes	No	Yes	No	Yes	No

Section V: IMPACT

Section V: IMPACT

Although the Monitor Manual is designed primarily to document program implementation, there are certain impact requirements that have to be addressed as soon as the Program is fully implemented. That is, once the key elements have been established firmly in a replication site (usually after one full year of implementation), the Program Monitor is responsible for gathering data about the effects of the adoption upon participating students. The information presented in this section of the Monitor Manual, therefore, is intended to alert the Program Monitor to the impact issues and tasks ahead.

In measuring the results of a preschool, handicapped program, it is important to assess two key issues -- changes in each student's overall intelligence or abilities, and progress that each child makes towards his/her identified area(s) of need. In this regard, the REGIONAL PROGRAM designed its impact assessment to include both a standardized measure of cognitive abilities and an analysis of IEP objectives. It is anticipated that adopters of the REGIONAL PROGRAM will utilize similar evaluation procedures so that comparisons can be made with the data gathered by the Developer staff. The impact procedures specified in this manual, consequently, are drawn from the REGIONAL PROGRAM's evaluation plan. If an adopter is unable to meet these impact requirements, an acceptable alternative will have to be negotiated with the staff of the REGIONAL PROGRAM. However, it should be noted that the procedures described in this section are the ones preferred by the REGIONAL PROGRAM staff.

Student Gains in Cognitive Abilities

Assessment Procedures: To measure the impact of the REGIONAL PROGRAM on students' improvement in cognitive abilities, staff conduct a yearly pre-/posttest assessment using a norm-referenced design. In this approach, students' test scores are compared with national norms derived from the test publisher's standardization group. The norms thus serve as a substitute control group.

To implement the norm-referenced design, it is necessary to use a standardized test that has norms available by age/grade. In the REGIONAL PROGRAM, the McCarthy Scales of Children's Abilities (MSCA) has been used for several years. This instrument was selected because it: a) has several scales that assess the skill areas addressed by the Program; b) provides age norms from 2½ to 8½ years of age; c) has high reliability and validity; and d) provides separate standard scores for each of the scales. For these reasons, it is strongly recommended

that adopters also use the McCarthy Scales for their impact assessment. If it is not possible to administer this measure, however, replication sites must use a valid and reliable test that has norms available. The following tests could be considered by Program Adopters in this regard:

- a) Wechsler Preschool and Primary Scale of Intelligence (WPPSI)
- b) Illinois Test of Psycholinguistic Abilities (ITPA)
- c) Bayley Scales of Infant Development (if target group is younger)
- d) Peabody Picture Vocabulary Test (PPVT) (if target group is predominantly language impaired)

Screening instruments such as the Denver Development Screening Test and the Alpern-Boll Developmental Profile are inappropriate for the pre-/posttest impact assessment. Further, it is never appropriate to use a test as a selection or placement device and then use the selection score as the pretest score for impact assessment.

Regardless of the instrument selected by the adopter, each replication site must administer an appropriate standardized test to its students on a pre- and posttest basis. A determination of the timing for test administration is dependent on the specific instrument, since the test dates must correspond with the publisher's empirical norming dates. Thus, for the McCarthy Scales, the tests are administered in October and May of each program year. In each of these instances, the McCarthy is administered according to the publisher's instructions with every precaution being taken to approximate the same testing conditions during the pretest and posttest. If another instrument is being used in a replication site, similar precautions must be taken to ensure that sound data collection procedures are being followed. All information collected on student gains will be reported to the REGIONAL PROGRAM staff at the end of the program year.

Reporting Procedures: As the pre- and posttests are completed, it will be necessary to record student's test scores in a clear manner so the data can be sent to the REGIONAL PROGRAM for analysis. Specifically, the Program staff would like the Monitor to use Student Data Rosters in reporting these test results. A copy of the Student Data Roster that is used by the REGIONAL PROGRAM to report McCarthy scores is provided at the end of Section V. If a replication site has administered the McCarthy Scales, this same Roster should be completed for all students in that site. If a different instrument has been used, however, a new Student Data Roster will have to be constructed by the Program Monitor. In either case, it is essential that the replication site include all Background Information contained

on the REGIONAL PROGRAM Rosters. Additionally, it is important that the Rosters provide as much information as possible on all students who have participated in the program during the year; that way, it will be possible to determine whether the "dropouts" differed from the final sample in any significant way.

For ease in recordkeeping, it is suggested that the Student Data Rosters be completed both at the time of the pretest and at posttest time. Specifically, the Program Monitor or designated staff member should record all data in the section on Background Information, substituting a student I.D. number for the name to ensure confidentiality. Additionally, this recorder should enter all pertinent pretest information and complete the identification information at the top of the form. Once the posttest is completed, then the Program Monitor or designated recorder should complete the Rosters by entering the required posttest data. As soon as these Rosters are completed for all replication sites, the Program Monitor should collect them and send a copy of all Student Data Rosters to the REGIONAL PROGRAM staff. The Rosters must be sent to the Program staff within ten days of the last school day for the year, if not sooner. In the case of year-round programs, the Monitor should send the Student Data Rosters to the REGIONAL PROGRAM by June 30th.

Mastery of IEP Objectives

Assessment Procedures: In its yearly evaluation, the REGIONAL PROGRAM assesses the degree to which its students master the specific skills within their primary handicap area. This analysis of IEP objectives is intended to provide supporting evidence of program effectiveness, and consequently, does not require a rigorous research design. For each replication site to carry out a systematic assessment, however, sound procedures must be followed in a consistent manner. These procedures are:

1. Staff should identify a series of skill objectives for each child's primary handicap area(s) based upon the goals specified in his/her individualized educational plan (IEP).
2. For each objective identified, a standard criterion for mastery must be delineated. (Example: Child will walk across a balance beam without assistance 4 out of 5 times on 5 different occasions.) In establishing this standard, the staff must consider the child's current ability relative to the objective so that the designated criterion is neither too high nor too low.

3. At a point in the instructional process when the teacher/assistant feels confident that the student has mastered a particular skill, that skill should be assessed according to the testing conditions specified in the objective.
4. A comparison should be made between the child's performance and the standard set for that skill objective. If the child can perform the activity in accordance with the designated standard, it can be said that the child has mastered that IEP objective.

By following such procedures, the teacher/assistant can monitor each student's progress towards remediating his/her deficits. As mastery is obtained for each objective, replication site staff should record this accomplishment on the IEP itself, so that the information can be summarized and reported to the REGIONAL PROGRAM staff at the end of the program year.

Reporting Procedures: To document the impact of the adoption relative to mastery of IEP objectives, the Program Monitor must provide the REGIONAL PROGRAM staff with a completed IEP Objectives Summary Form for each replication site involved. A copy of the Summary Form is provided at the end of this section. Since the teacher and assistant are the ones recording the data on students' skill mastery, the Monitor may want to ask these staff members to fill in the Summary Form for their classroom. Regardless of who provides this information, however, it is the Program Monitor who is responsible for sending the completed Summary Forms to the REGIONAL PROGRAM.

To complete the IEP Objectives Summary Form, information needs to be gleaned from the student's IEPs or other designated teacher records. As indicated earlier, data on students' mastery of objectives is required only for each child's primary handicap area(s); thus, the summary would not necessarily include all objectives specified on the individualized educational plan. The specific procedures for completing the IEP Objectives Summary Form are as follows:

1. Enter a code number in the column, "Student I.D. Number", for each child who has participated in the replication site for at least three-quarters of the year.
2. In the column next to each child's I.D. number, indicate his/her primary handicapping condition, e.g., learning disabled, emotionally disturbed, or mentally retarded.
3. Complete the third column for each child by entering the "Total Number of Objectives Identified" for the child's primary handicap area. (Remember that this may not be all of the objectives indicated on the IEP.)

4. Enter the number of skill objectives mastered by each student in the fourth column, "Total Number of Objectives Mastered."
5. Then, compute the percentage of objectives mastered for each student, and enter the percentage in the last column on the Form; these percentages should be computed by dividing the total number of objectives identified (Column 3) into the number of objectives mastered (Column 4).

Once the IEP Objectives Summary Form has been completed for each replication site, the Program Monitor should collect all of the Forms together and send them to the REGIONAL PROGRAM staff. The Forms must be sent to the Program staff within ten days of the last school day for the year; in the case of year-round programs, the Monitor should send the Summary Forms to the REGIONAL PROGRAM by June 30th.

APPENDICES

Instructions for Completing Student Data Rosters

Background Information

1. Student Name: Print student's last name and first initial only.
2. Sex: Enter an "M" or "F" for male or female.
3. Primary Handicap Code: Enter the child's primary handicap code only, using the following as a guide:
 - SLS - Speech and Language Impaired
 - ED - Emotionally Disturbed
 - PH - Physically Handicapped
 - SLD - Specific Learning Disability
 - HI - Hearing Impaired (i.e., Hard of Hearing or Deaf)
 - EMR - Educable Mentally Retarded
 - MUL - Multiple Handicaps
4. Date of Entry: Enter the month and year when the child first entered the Regional Program.
5. Race: Enter the appropriate code for the child's racial/ethnic background as follows:
 - W - White
 - B - Black
 - H - Hispanic
 - O - All other minority backgrounds
6. SES: Using data from the program intake forms regarding parents' occupation and level of education, establish an approximate income figure for the student's family. Then, code their income by levels as follows:
 - L - \$ 0 - \$ 9,999
 - M - \$10,000 - \$24,999
 - H - \$25,000 or above

Test Information

1. McCarthy Scales: Using the conversion tables provided in the publishers' manual, convert each student's raw score to a scale index score for the six different scales of the test, i.e., Verbal, Perceptual-Performance, Quantitative, Memory, General Cognitive, and Motor.

In the "PRE" column, enter the index scores obtained when the student was first administered the McCarthy in the Classroom Program. *Note: for second year students, the pretest scores obtained last October would be used.*

In the "POST" column, enter the index scores obtained at the time of the posttest for the present school year.

2. Pretest Date: Enter the month and year when the McCarthy was first administered (e.g., 10/80). This date will differ depending upon the number of years the student was enrolled in the Classroom Program.
3. Posttest Date: Enter the month and the year when the McCarthy posttest was administered for the current school year.
4. Age at Posttest: Enter the student's age at the date of the posttest, indicating both the number of years and months of age (e.g., five years and 1 month would appear as 5/1).
5. Years in Program: Indicate how many years the student has participated in the Classroom Program. If this is the child's first year, enter "1"; if it is the second year, enter "2", and so forth.

STUDENT DATA ROSTERS

Teacher: _____

Program
Monitor:

[illegible]

(Teacher)

(School)

IEP OBJECTIVES SUMMARY FORM

(Date)

(School District/
Agency)

(Program Monitor)

Student I.D. Number	Primary Handicapping Condition	Total Number of Objectives Identified*	Number of Objectives Mastered*	Percentages
		122		

*Note: These objectives should relate to child's primary handicap area only.

APPENDICES

APPENDICES

Appendix A **Installation Phase Role and Behavioral
Observation Schedule – Glossary of Terms**

Appendix B **Hints for Conducting Observations**

Appendix C **General Dissemination Glossary**

Appendix A

INSTALLATION PHASE ROLE AND BEHAVIORAL OBSERVATION SCHEDULE

GLOSSARY OF TERMS

<i>Prepares Activity:</i>	Teacher/Teacher Assistant (T/TA) is involved in preparing for an instructional activity, but is not actively engaged with child(ren). Ex. - materials development, clean-up, room arrangements, etc.
<i>Prepares Records:</i>	T/TA is completing records such as daily attendance records, or IEPs; testing is included in this category also.
<i>Attends Parent or TD Conference:</i>	T/TA is not present in classroom because of parent or transdisciplinary team conference.
<i>Observes Children:</i>	T/TA is passively engaged with child(ren) usually from a distance; primary focus is on observation of children's behavior.
<i>Engages Nonverbally:</i>	T/TA is actively engaged in interactions with child(ren) without use of language. Ex. - reviewing work, involved in silent play, etc.
<i>Instructs/Demonstrates:</i>	T/TA is talking to child(ren), i.e., "teaching" in an instructive manner; often occurs in group setting with <u>focus on instruction</u> . Ex. - leading large group exercise, storytelling, demonstrating new game, etc.
<i>Gives Direction:</i>	T/TA verbally directs child outside of instructional activity.
<i>Reinforces Nonverbally:</i>	T/TA is responding to child(ren) in a supportive, positive way without use of language. Ex. - hugging, touching, etc.
<i>Models/Elicits:</i>	T/TA is focusing on language development by narrating what child(ren) is doing, giving language to an activity, engaging child(ren) in conversation; includes listening and other nonverbal responses where the <u>focus is on the production of children's language</u> .

<i>Verbal Reinforcement:</i>	T/TA is responding to child(ren) in a general way through language. Ex. - "I like the way you did that" or "good girl".
<i>Behavior-Specific Reinforcement:</i>	T/TA uses language to support the specific behavior of child(ren) by naming that behavior. Ex. - "I like the way you cleaned the table after snack" or "You are doing good talking"; includes ignoring inappropriate behavior.
<i>Repeats Child's Language:</i>	T/TA supports child(ren)'s use of language by repeating that language to him/her. Ex. - child says "cup" and T/TA parrots "cup".
<i>Expands Child's Language:</i>	T/TA attempts to broaden child(ren)'s language through expansion. Ex. - Child says "cup" and T/TA says "This is a cup."
<i>Models/Elicits Language and Provides Nonverbal Reinforcement:</i>	T/TA is engaged in both behaviors (see definitions for <i>Models/Elicits</i> and <i>Reinforces Nonverbally</i>).
<i>Models/Elicits Language and Provides Verbal Reinforcement:</i>	T/TA is engaged in both behaviors (see definitions for <i>Models/Elicits</i> and <i>Verbal Reinforcement</i>).
<i>Models/Elicits Language and Provides Behavior-Specific Reinforcement:</i>	T/TA is engaged in both behaviors (see definitions for <i>Models/Elicits</i> and <i>Behavior-Specific Reinforcement</i>).
<i>Negative Reinforcement:</i>	T/TA uses verbal or nonverbal reinforcement inappropriately or incorrectly. Ex. - negative commands, inappropriate ignoring of children, impatience/anger, etc.
<i>Miscellaneous:</i>	Includes any activity by T/TA not provided in the other categories.

Appendix B

HINTS FOR CONDUCTING OBSERVATIONS

An observation is an evaluative technique by which an unobtrusive observer, often independent of the observed group, monitors the behaviors and interactions of one or more persons in an attempt to quantify those actions.

The observer seeks reliable and objective observations from which valid inferences can be drawn. However, since an observer must, first, *become a part* of the observation site, and second, *interpret* what is observed, the quality of observation findings is often suspect. This observer-inference problem is perhaps the most significant weakness of observation technique. Simply, the observer can affect the objects of observation by his or her presence in that situation, and the observer can easily misinterpret what is seen.

Clearly, then, the observer must take care to be as unobtrusive as possible, on the one hand, and as familiar and knowledgeable with the observation setting, on the other.

Typically, great interpretive burden is placed upon the observer. The fundamental task of the observer is to assign behaviors to categories. Accordingly, there are two general strategies of observational evaluation, each demanding from the observer varying amounts of inference. In one, an observer might be looking for specific behavior, and then recording its frequency. The observer is thus required to become familiar with expectations of the behavior he or she is to see. Alternatively, an observer might be expected to keep a running record of each different behavior, and then judge the quality of each occurrence. Certainly, any given observation strategy might combine different characteristics of each approach.

It is essential, therefore, that the observer be knowledgeable of the observation site, and the ongoing behavior within it. Since any system of observation requires *some degree of inference*, an observer's relative intimacy with the observation site might determine the strategy that is utilized. A system of high inference, for example, provides the observer with labeled categories that require less interpretation of the observed behavior, yet suitable knowledge of the behavior. Therefore, the observer's knowledge of existing behavior is a significant consideration in the observation strategy.

In order to remain as unobtrusive as possible and not affect, by your very presence, the events you are observing, keep in mind the following:

- 1) Avoid a flamboyant appearance.
- 2) Try not to disturb the setting in any way.
Arrive at the setting prior to the subjects.
- 3) Avoid eye contact whenever possible.
- 4) Do not respond to the subjects in any way.
- 5) If conversation is necessary, keep it short.
Suggest continuing conversation at a later time.

Appendix C

GENERAL DISSEMINATION GLOSSARY

The following is a glossary of those terms one is likely to encounter during the implementation and evaluation of the REGIONAL PROGRAM.

<i>Adoption:</i>	The process of installing or adopting a practice in a school system or agency following validation in another system.
<i>Awareness:</i>	Knowledge on the part of a potential user of a program, product, or practice; recognition of the possibility and potential benefit of change.
<i>Curriculum:</i>	The formal planned structure of sequential teaching/learning events intended to lead to affective, cognitive, and psychomotor outcomes.
<i>Developer:</i>	Staff from the school system or agency that has designed, developed, and successfully field-tested the validated program.
<i>Diffusion:</i>	The process by which a validated practice is spread to users or adopters. Diffusion involves the levels of awareness, interest, evaluation, trial, and installation.
<i>Dissemination:</i>	Includes four levels of activity, i.e., Level 1: SPREAD -- casting out information Level 2: EXCHANGE -- two-way flow of information Level 3: CHOICE -- the rational consideration and selection of outcomes that result in school improvement Level 4: IMPLEMENTATION -- adoption, adaption, installation, and sustaining improvements

<i>Educational Significance:</i>	Those characteristics of an educational activity that have a profound effect on resolving educational problems of importance to the general education community.
<i>Effectiveness:</i>	That characteristic of a practice that assures the attainment of objective(s) which produce decided, decisive, or desired results.
<i>Evaluation:</i>	Process of obtaining information about a practice or program to determine its worth.
<i>Evidence:</i>	Observable phenomena (documentation) furnishing proof of the accomplishment of a stated objective, fact, or event.
<i>Exemplary Practice:</i>	A new or outstanding practice which is exemplary to the degree that it meets five criteria: (1) is viewed by practitioners as needed and worth initiating; (2) is successful/effective; (3) is exportable; (4) is reasonable in cost, time, and personnel required for implementation; and (5) has been systematically documented.
<i>Facilitator:</i>	A linker or intermediary who supports the utilization/change process; a change agent in the National Diffusion Network who is associated with a specific geographic region and provides a link between the Developers (with their innovations) and school systems in that region.
<i>Impact:</i>	A consequence of the introduction of a new program or practice into an existing set of conditions. The type and amount of effect observable or measurable in an educational system or situation because of an external intervention; impact may be measured quantitatively and/or qualitatively.
<i>Implementation:</i>	A major stage in the change process, in which attempts are made to utilize new knowledge and to effect actual changes in behaviors and practices; installing a program in an existing organizational setting.

<i>Joint Dissemination Review Panel Approval:</i>	The act of endorsing a project or practice by the Department of Education's panel of researchers and evaluators who meet periodically to review the evidence of effectiveness of educational products and practices submitted by state and local educational agencies.
<i>Key Elements:</i>	Those core or irreducible elements that are both necessary and sufficient for a given program or innovation; these elements set the innovation apart from others and must be present in any adoption.
<i>Measurable Objective:</i>	A statement describing who or what is to be affected, when it is accomplished, how the accomplishment will be measured, how one will know when the accomplishments have occurred and under what conditions.
<i>Outcome:</i>	A measured consequence which is assumed to be the result of some identified cause; outcomes are the evidence of impact.
<i>Product:</i>	A tangible, usable (often self-contained), transportable Research & Development outcome intended for some aspect of the education process.
<i>Program:</i>	The total strategies, interventions, and resources used to accomplish an objective or objectives.
<i>Reliability:</i>	The degree to which an evaluation instrument reports consistently whatever it purports to measure.
<i>Replication:</i>	The process of installing or adopting a practice in a school system or agency following validation in another system.
<i>Replication Site:</i>	A classroom site with the same teacher/assistant team.
<i>Resource:</i>	Anything needed, available, or currently being used (e.g., money, personnel, time, facilities, equipment, and materials).

Specific Indicator:

Behaviors or activities which define the key elements of a program in observable terms.

Validation:

A process used to review a practice on-site to verify its success through observation and appraisal by experts.

Validity:

The extent to which an instrument, statement, or inference accurately fulfills the purpose for which it was utilized.